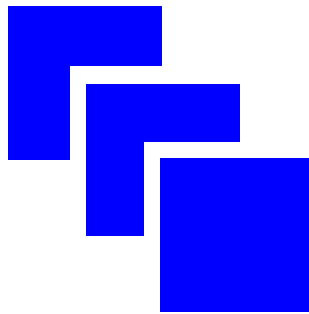


2003 NEVADA EDUCATION DATA BOOK



PREPARED BY STAFF OF THE:

RESEARCH DIVISION, LEGISLATIVE COUNSEL BUREAU
&
FISCAL ANALYSIS DIVISION, LEGISLATIVE COUNSEL BUREAU

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2003 NEVADA EDUCATION DATA BOOK

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NEVADA EDUCATION DATA BOOK

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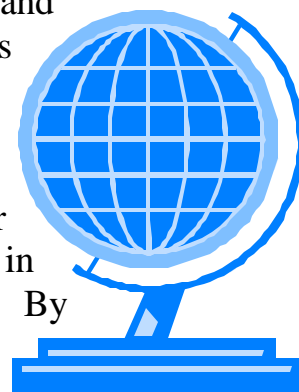
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INTRODUCTION

The material contained with this data book represents a compilation of sources that are of potential use to state and local policymakers. The concept for this document was the brain child of the late Jeanne Botts, formerly of the Fiscal Analysis Division of the Legislative Counsel Bureau. Much of the report is similar to that prepared by the Utah legislative staff prior to that state's legislative session.

The document is organized into sections reflecting topics and programs that have been a continuing source of legislative inquiry. Major sections include those pertaining to school finance, teacher salary data, and statewide student assessments. There is also an extensive section describing past, current, and projected demographic characteristics of the education system. The report also contains detailed fiscal and program information with regard to special education, remedial education, Nevada's Class-Size Reduction program, the statewide proficiency program, professional development for educational personnel, academic standards, school technology, the SMART program, adult and alternative education, charter schools, and early childhood education. A separate section of key information concerning higher education also is included.

As a rule, the sections present information concerning the state as a whole, district level information, and, when available, comparisons with the other ten surrounding western states. The data was selected and compiled by the staff of the Legislative Counsel Bureau's Fiscal Analysis Division and the Research Division. As a cautionary note, it should be noted that many of the statistics were extracted from other more detailed sources. It is likely that each of the programs described in the document have other reports and data available. In addition, information contained in many of these charts and graphs is updated periodically. By necessity, this report represents a snapshot in time, listing the most current data that could be identified with regard to the selected topics. Often, additional information and more up-to-date statistics will become available, and those using the document are cautioned to seek revised information from the cited sources. To assist legislators, legislative staff will update this information as needed.



The major sources of statistics used for this report include various documents prepared by the Nevada Department of Education, the U.S. Department of Education's National Center for Education Statistics, In\$ite financial data prepared for Nevada under a contract with Fox River Learning, and the on-line version of the Nevada Department of Administration's *Nevada Statistical Abstract*. Other sources include numerous internal reports and surveys conducted by legislative staff throughout the past six years in support of the work of the Legislative Committee on Education.

Happy data mining!



II. NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

The *Nevada Plan* is the means used to finance elementary and secondary education in the State's public schools. The State develops a guaranteed amount of funding for each of the local school districts, and the revenue, which provides the guaranteed funding, is derived both from State and local sources. On average, the guaranteed funding contributes approximately 75 to 80 percent of school districts' general fund resources. Nevada Plan funding for the districts consists of State support received through the Distributive School Account¹ (DSA) and locally collected revenues from the 2.25-cent Local School Support Tax (LSST) (sales tax) and 25 cents of the Ad Valorem Tax (property tax).

To determine the level of guaranteed funding for each district, a Basic Per-Pupil Support Rate is established. The rate is determined by a formula that considers the demographic characteristics of the school districts. In addition, transportation costs are included using 85 percent of the actual historical costs adjusted for inflation according to the Consumer Price Index. A Wealth Adjustment, based on a district's ability to generate revenues in addition to the guaranteed funding, is also included in the formula.

Each district then applies its Basic Per-Pupil Support Rate to the number of students enrolled. The official count for apportionment purposes is taken in each district on the last day of the first school month. The number of kindergarten children and handicapped 3- and 4-year-olds is multiplied by 0.6 percent and added to the total number of all other enrolled children, creating the Weighted Enrollment. Each district's Basic Per-Pupil Support Rate is multiplied by its Weighted Enrollment to determine the guaranteed level of funding, called the Total Basic Support.

¹ The Distributive School Account is financed by legislative appropriations from the State's General Fund and other revenues, including a 2.25-cent tax on out-of-state sales, an annual slot machine tax, mineral land lease income, interest from investments of the Permanent School Fund, and a portion of estate taxes collected.

II. NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

To protect districts from decreases in enrollment, *Nevada Revised Statutes* contains a “hold harmless” provision. If a district’s enrollment decreases, the guaranteed level of funding is based on the largest of the previous two years’ enrollment.

An additional provision assists school districts that experience significant growth within the school year. If a district grows by more than 3 percent but less than 6 percent after the second school month, a growth increment consisting of an additional 2 percent of basic support is added to the guaranteed level of funding. If a district grows by more than 6 percent, the growth increment is 4 percent.

Special Education is funded on a “unit” basis, with the amount per unit established by the Legislature. A “unit” includes the full-time services of licensed personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education. Special education unit funding is provided in addition to the Basic Per-Pupil Support Rate.

The *difference* between total guaranteed support and local resources is state aid, which is funded by the Distributive School Account (DSA). Revenue received by the school district from the 2.25 percent LSST and 25 cents of the property tax is deducted from the school district’s Total Basic Support Guarantee to determine the amount of state aid the district will receive. If local revenues from these two sources are less than anticipated, state aid is increased to cover the total guaranteed support. If these two local revenues come in higher than expected, state aid is reduced.

In addition to revenue guaranteed through the Nevada Plan, school districts receive other revenue considered “outside” the Nevada Plan. Revenues outside the formula, which are not part of the guarantee but are considered when calculating each school district’s relative wealth, include the following: 50 cents of the Ad Valorem tax on property; the share of basic

II. NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

BACKGROUND—THE NEVADA PLAN

government services tax distributed to school districts; franchise tax; interest income; tuition; unrestricted federal revenue, such as revenue received under P. L. 81-874 in lieu of taxes for federally impacted areas; and other local revenues.

Local districts also receive funding from the DSA for Adult High School Diploma (AHSD) programs. The maximum funding for AHSD programs in the school districts and in the State's prisons is established by the Legislature.

In addition to revenues recognized by the Nevada Plan, school districts receive "categorical" funds from the State, Federal Government and private organizations that may only be expended for designated purposes. Examples include the State-funded Class-Size Reduction program and Early Childhood Education, which also receive federal funds, remediation programs, and student counseling services. Federally funded programs include the Title I program for disadvantaged youngsters, No Child Left Behind Act, the National School Lunch program, and Individuals with Disabilities Education Act (IDEA). Categorical funds must be accounted for separately in special revenue funds. Funding for capital projects, which may come from the sale of general obligation bonds, "Pay-as-you-go" tax levies or fees imposed on the construction of new residential units are also accounted for in separate funds (Capital Projects Fund, Debt Service Fund).

Source: Fiscal Analysis Division, Legislative Counsel Bureau

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

To understand how the system works, follow the steps in the example on the following page. The count of pupils for apportionment purposes (1) is the number of children enrolled on the last day of the first school month in regular or special education programs, except that each kindergarten pupil and handicapped or gifted and talented child under the age of five is counted as six-tenths of a pupil. In instances of declining enrollment, the higher of the current or previous two year's enrollment is used. This weighted enrollment figure is multiplied by the basic per-pupil support guarantee for the school district for that school year (2) to determine the school district's guaranteed basic support (3). Next, the number of special education units maintained and operated by the district that year is multiplied by the amount per program unit established for that school year (4), and the product is added to basic support to obtain the school district's total guaranteed basic support (5). This product is the amount of funding guaranteed to the school district from a combination of state and local funds.

Revenue received by the school district from the 2.25 percent LSST and 25 cents of the property tax (6) is deducted from the school district's total guaranteed basic support to determine the amount of state aid the district will receive (7). If local revenues from these two sources are less than anticipated, state aid is increased to cover the total basic support guarantee. If these two local revenues come in higher than expected, state aid is reduced. The difference between total guaranteed support and local resources is state aid, and it is funded by the DSA.

An amount for AHSD programs (8), together with any specific programs funded by the Legislature through the DSA, are added to a school district's total state aid to determine the total amount of revenue the school district will receive from the DSA (9).

Sources of revenue "outside" the formula are summed (15) and added to total guaranteed support (5) and the amount provided for AHSD programs, and other legislatively approved programs (8), to determine the school district's total available resources (16).

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

The following example illustrates the guaranteed funding process based on the revenue of a hypothetical district and, in addition, shows other revenue outside of the guarantee, making up the total resources included in an operating budget.

Basic Support Guarantee

1. Number of Pupils (Weighted Enrollment ²)	7,000
2. x Basic Support Per Pupil	\$ <u>4,100</u>
3. = Guaranteed Basic Support	\$ 28,700,000
4. + Special Education Allocation (52 units @ \$28,000 per unit)	\$ 1,456,000
5. = Total Guaranteed Support	\$ <u>30,156,000</u>
6. - Local Resources	
2.25-cent Local School Support (sales) Tax	(\$ 7,500,000)
25-cent Ad Valorem (property/mining) Tax	<u>(\$ 3,312,500)</u>
7. = State Responsibility	\$ 19,343,500
8. + Adult High School Diploma Funding	\$ <u>35,000</u>
9. = Total Revenue from Distributive School Account	\$ 19,378,000

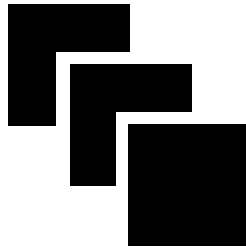
² Weighted Enrollment includes six-tenths the count of pupils enrolled in kindergarten, six-tenths of the count of handicapped 3- and 4-year-olds, a full count of pupils enrolled in grades 1 through 12, and a full count of handicapped minors age 5 and over receiving special education.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

NEVADA PLAN EXAMPLE—SUMMARY

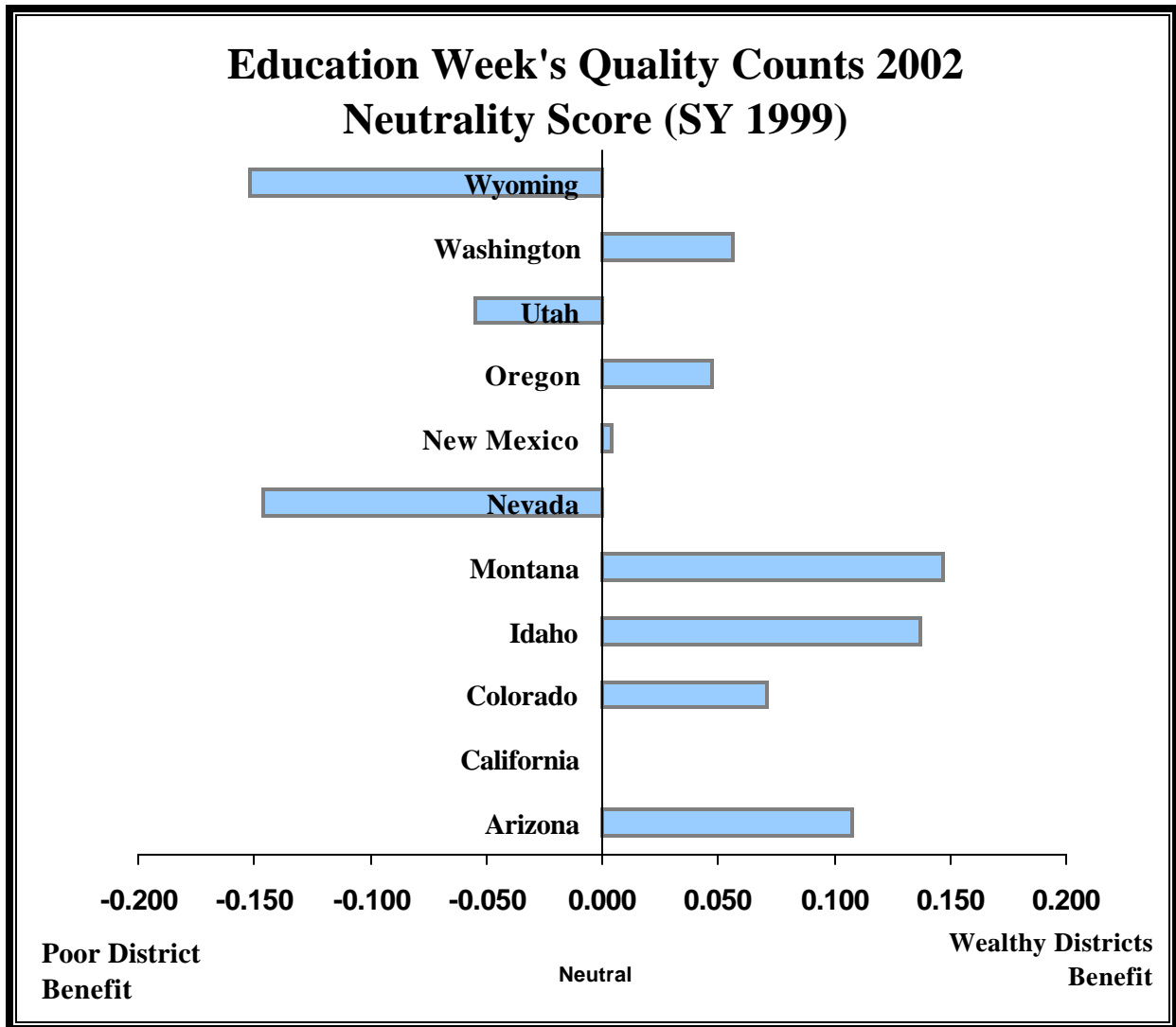
Resources in Addition to Basic Support:

10. 50-cent Ad Valorem (property) Tax	\$ 6,625,000
11. Motor Vehicle Privilege Tax	200,000
12. Federal Revenues (Unrestricted)	150,000
13. Miscellaneous Revenues	10,000
14. Opening Fund Balance	<u>150,000</u>
15. Total Resources in Addition to Basic Support	<u>\$ 7,135,000</u>
16. Total Resources Available (Add lines 5, 8, and 15)	\$37,326,000



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

SCHOOL FINANCE SYSTEMS – FISCAL NEUTRALITY



Source: Education Week. *Quality Counts 2002*, January 2002, from the U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 1999.

Note: Fiscal neutrality = 0. In states with positive scores, total funding increased as district income increased; in states with negative scores, total funding decreased as district income increased. The fiscal neutrality score (which controls for cost and need) is the elasticity of total funding per weighted pupil relative to income per weighted pupil.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

DSA — BUDGETS & ACTUALS

DISTRIBUTIVE SCHOOL ACCOUNT FY92 THROUGH FY 97 ACTUAL EXPENDITURES

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1991-92	Actual 1992-93	Actual 1993-94	Actual 1994-95	Actual 1995-96	Actual 1996-97
Paid Enrollment (wtd.)	204,256.4	214,985.0	227,364.8	241,794	255,263.8	271,843
Change in Enrollment	5.10%	5.25%	5.76%	6.35%	5.57%	6.50%
Basic Support	\$3,285	\$3,231	\$3,320	\$3,322	\$3,497	\$3,620
Total Basic Support	\$670,919,037 10.99%	\$694,547,591 3.52%	\$754,763,616 8.67%	\$803,298,679 6.43%	\$892,534,627 11.11%	\$984,093,238 10.26%
Class Size Reduction						
Special Education	\$36,052,884	\$38,656,800	\$40,884,480	\$43,112,160	\$46,687,624	\$50,419,819
Special Units/Gifted & Talented						
Adult Diploma	\$7,798,934	\$7,459,592	\$7,723,429	\$7,793,420	\$9,022,637	\$9,646,657
Adult Diploma State Claim				\$21,235		
School Improvement Programs:						
Remediation						
Professional Development						
Student Assessments						
NV Early Literacy Program						
Special Funding*:						
Net Proceeds Tax Advance						
SMART Student Records Sys.						
Education Technology						
Distance Educ/Satellite DwnlInk						
School-to-Careers						
Early Childhood Education						
Special Stud. Svs--Counseling						
Special Transportation (Lyon)						
Bonus Growth Payments	\$101,278	\$138,284	\$70,531	\$182,548		\$72,015
Schurz Transportation	\$11,308	\$12,585	\$14,698	\$18,253	\$31,385	\$54,872
Eureka Co Adjustment	(\$120,137)	(\$104,108)	(\$126,821)	(\$135,732)	(\$136,919)	(\$141,490)
Non-traditional students						
Emergency Financial Aid - Mineral Co.					\$428,003	
Prior Year Payments Adj.						
Pershing Co Prior Yr Adj	\$96,171					
Total Requirements	\$714,859,475	\$740,710,744	\$803,329,933	\$854,290,563	\$948,567,357	\$1,044,145,111
Less:						
Local Sch Support Tax	(\$258,631,786)	(\$316,545,604)	(\$361,359,553)	(\$399,093,256)	(\$449,087,725)	(\$492,501,929)
13th month due to GASB 22				(\$36,558,385)		
25 Cent Property Tax	(\$56,428,091)	(\$60,408,098)	(\$65,656,450)	(\$71,046,032)	(\$77,410,458)	(\$84,989,673)
Eureka Co Adjustment	\$1,496,397	\$1,609,303	\$2,043,005	\$2,500,746	\$2,500,022	\$2,255,714
State Share	\$401,295,995	\$365,366,345	\$378,356,935	\$350,093,636	\$424,569,196	\$468,909,223
General Fund Appropriation	\$343,207,387	\$324,432,099	\$340,358,172	\$368,052,061	\$362,673,057	\$423,104,047
Annual Slot Tax	\$25,960,921	\$27,056,869	\$31,058,818	\$32,086,231	\$34,736,745	\$35,668,418
Investment Income	\$3,232,011	\$3,245,590	\$3,279,837	\$3,490,103	\$3,728,804	\$2,967,446
Mineral Land Lease	\$7,616,683	\$8,430,806	\$7,600,577	\$8,472,610	\$5,793,503	\$5,796,930
Out-of-State Sales Tax	\$21,531,032	\$27,865,375	\$32,231,684	\$37,479,973	\$44,623,979	\$50,516,093
13th month due to GASB 22				\$3,729,507		
Trans Fund School Imp. (2710)						
Balance From Previous Year		\$252,039	\$0			
Prior Year Refunds		\$4,343	\$37,885	\$259	\$18,276	\$42,156
Prior Year's Interest Earnings						
Transfer Appropriation						
Balance Forward to Next Year						
Total	\$401,548,034	\$391,287,121	\$414,566,974	\$453,310,744	\$451,574,364	\$518,095,090
			Bal. Forward to New Yr \$36,210,039		Bal. Forward to New Yr \$27,005,168	
		Revert to General Fund		Revert to General Fund		Revert to General Fund
Balance	\$252,039	\$25,920,776		\$103,217,108		\$49,185,867

* Special funding was not included in DSA until the 1999 Legislative Session. Therefore, total approved budgets and actual expenditures for public education may not be equal to the figures shown in this table.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

DSA—BUDGET & ACTUALS

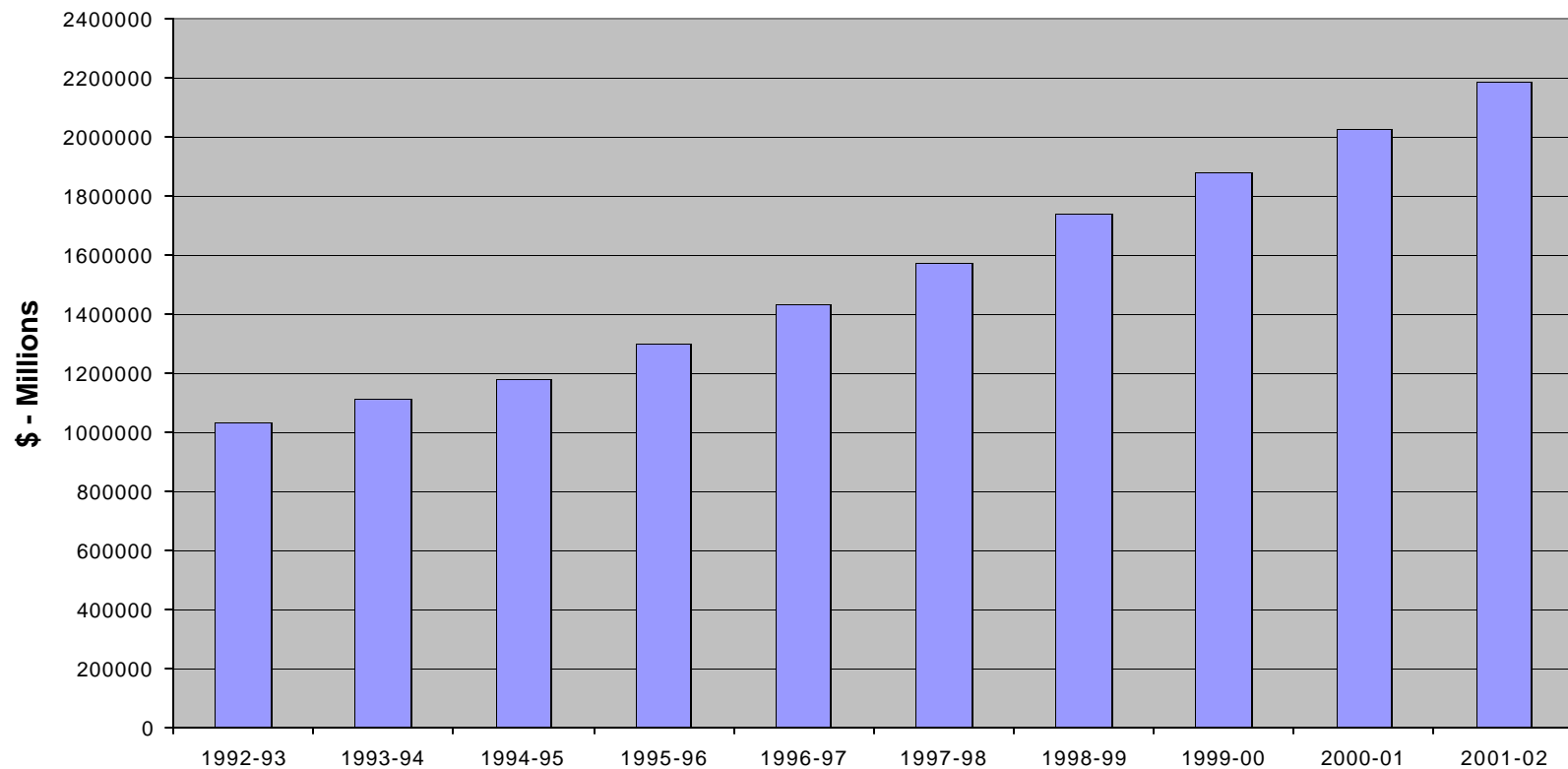
DISTRIBUTIVE SCHOOL ACCOUNT FY98 THROUGH FY 02 ACTUAL AND FY03 BUDGETED EXPENDITURES

DISTRIBUTIVE SCHOOL ACCOUNT	Actual 1997-98	Actual 1998-99	Actual 1999-00	Actual 2000-01	Actual 2001-02	Legis Apprv 2002-03
Paid Enrollment (wtd.)	286,084.0	300,566.8	315,468.0	329,008.2	344,765.0	360,931.0
Change in Enrollment	5.24%	5.06%	4.96%	4.29%	4.79%	4.69%
Basic Support	\$3,698	\$3,812	\$3,803	\$3,814	\$3,902	\$3,991
Total Basic Support	\$1,058,278,275	\$1,143,217,914	\$1,199,555,577	\$1,254,675,975	\$1,351,677,697	\$1,440,389,161
	7.54%	8.03%	4.93%	4.60%	7.73%	6.56%
Class Size Reduction			\$82,900,043	\$86,880,711	\$91,822,619	\$99,730,291
Special Education	\$54,723,344	\$58,981,824	\$62,985,216	\$67,330,199	\$72,004,752	\$76,868,064
Special Units/Gifted & Talented			\$140,256	\$112,020	\$116,971	\$167,321
Adult Diploma	\$10,818,149	\$12,010,785	\$12,851,826	\$13,736,786	\$14,671,612	\$15,641,566
Adult Diploma State Claim						
School Improvement Programs:						
Remediation			\$4,278,000	\$3,914,030	\$5,710,014	\$6,750,000
Professional Development			\$3,500,000	\$3,500,000	\$4,695,530	\$5,500,775
Student Assessments			\$1,200,000	\$1,200,000		
NV Early Literacy Program					\$4,431,127	\$4,500,000
Special Funding:						
Net Proceeds Tax Advance			\$3,687,525			
SMART Student Records Sys.			\$2,000,000	\$1,993,734		
Education Technology			\$1,526,532	\$2,645,791		
Distance Educ/Satellite Dwnlnk			\$400,000	\$400,000		
School-to-Careers			\$1,000,000	\$1,000,000	\$500,000	
Early Childhood Education			\$500,000	\$498,961	\$2,595,583	\$3,500,000
Special Stud. Svs--Counseling			\$850,000	\$850,000	\$850,000	\$850,000
Special Transportation (Lyon)			\$44,675	\$74,170	\$47,715	\$44,675
Bonus Growth Payments		\$21,543		\$70,195		
Schurz Transportation	\$46,753	\$60,039				
Eureka Co Adjustment	(\$147,016)	(\$149,232)		(\$1,021,651)		
Non-traditional students				\$43,424	\$157,102	
Emergency Financial Aid - Mineral Co.						
Prior Year Payments Adj.		\$334,370				
Pershing Co Prior Yr Adj						
Total Requirements	\$1,123,719,505	\$1,214,477,243	\$1,377,419,650	\$1,437,904,345	\$1,549,280,722	\$1,653,941,853
Less:						
Local Sch Support Tax	(\$509,494,808)	(\$560,180,959)	(\$604,160,517)	(\$636,032,731)	(\$644,428,774)	(\$715,166,715)
13th month due to GASB 22						
25 Cent Property Tax	(\$93,284,659)	(\$102,529,456)	(\$114,216,793)	(\$124,396,459)	(\$131,796,116)	(\$144,666,704)
Eureka Co Adjustment	\$2,137,237	\$1,745,240		\$1,603,301		
State Share	\$523,077,275	\$553,512,068	\$659,042,340	\$679,078,456	\$773,055,832	\$794,108,434
General Fund Appropriation	\$432,357,623	\$440,330,443	\$545,989,329	\$564,375,447	\$588,121,907	\$642,986,176
Annual Slot Tax	\$35,405,167	\$37,421,958	\$38,260,686	\$39,718,125	\$38,429,229	\$40,222,309
Investment Income	\$6,016,596	\$3,419,491	\$3,744,428	\$7,256,488	\$4,765,750	\$4,994,428
Mineral Land Lease	\$5,128,231	\$2,838,971	\$2,412,306	\$3,000,487	\$3,655,780	\$2,412,306
Out-of-State Sales Tax	\$56,879,469	\$65,365,286	\$62,402,171	\$64,081,112	\$63,841,496	\$73,993,215
13th month due to GASB 22						
Trans Fund School Imp. (2710)			\$13,891,737	\$16,767,624	\$29,500,000	\$29,500,000
Balance From Previous Year		\$11,701,598		\$7,643,116		
Prior Year Refunds	\$76,437	\$46,609	(\$15,201)	\$157,415	\$947,250	
Prior Year's Interest Earnings						
Appropriation Transfer					\$43,852,000	
Balance Forward to Next Year						
Total	\$535,863,523	\$561,124,356	\$666,685,456	\$702,999,814	\$773,113,412	\$794,108,434
Bal. Forward to New Yr.	\$11,701,598		Bal. Forward to New Yr.	\$7,643,116	Bal. Forward to New Yr.	\$57,580
		Revert to General Fund		Revert to General Fund		
Balance	\$1,084,651	\$7,612,294	\$41,192	\$23,921,358	(\$0)	(\$0)

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

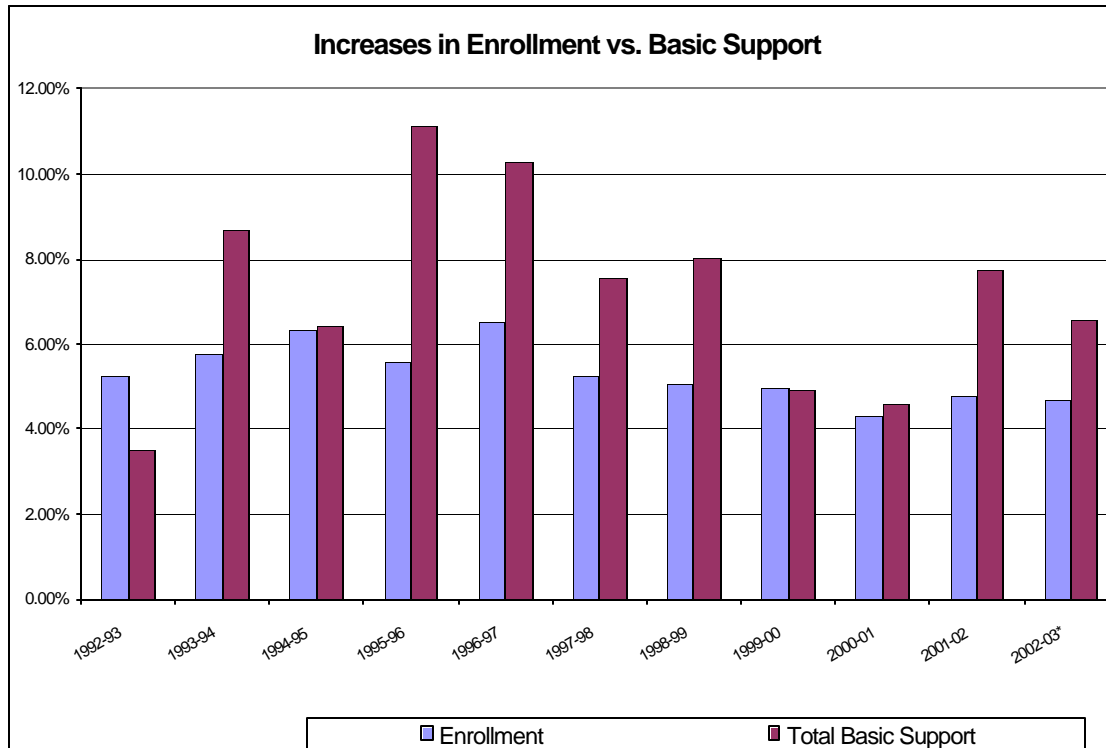
STATE OF NEVADA:
Current Expenditures for Public Elementary and Secondary Education
FY 1993 through 2002



Source: U.S. Department of Education, National Center for Education Statistics, "Early Estimates of Public Elementary/Secondary Education Survey," 2001-2002, and Common Core of Data surveys.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES



	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03*
Enrollment	5.25%	5.76%	6.35%	5.57%	6.50%	5.24%	5.06%	4.96%	4.29%	4.79%	4.69%
Total Basic Support	3.52%	8.67%	6.43%	11.11%	10.26%	7.54%	8.03%	4.93%	4.60%	7.73%	6.56%

* 2002-03 is based on Legislatively approved amount.

Source: Fiscal Analysis Division, 2003.



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

WESTERN STATES COMPARISON: Estimated Student Membership And Number Of Teachers, And Estimates Of Revenues, Expenditures, And Pupil/Teacher Ratio, For Public Elementary And Secondary Schools – 2001-02

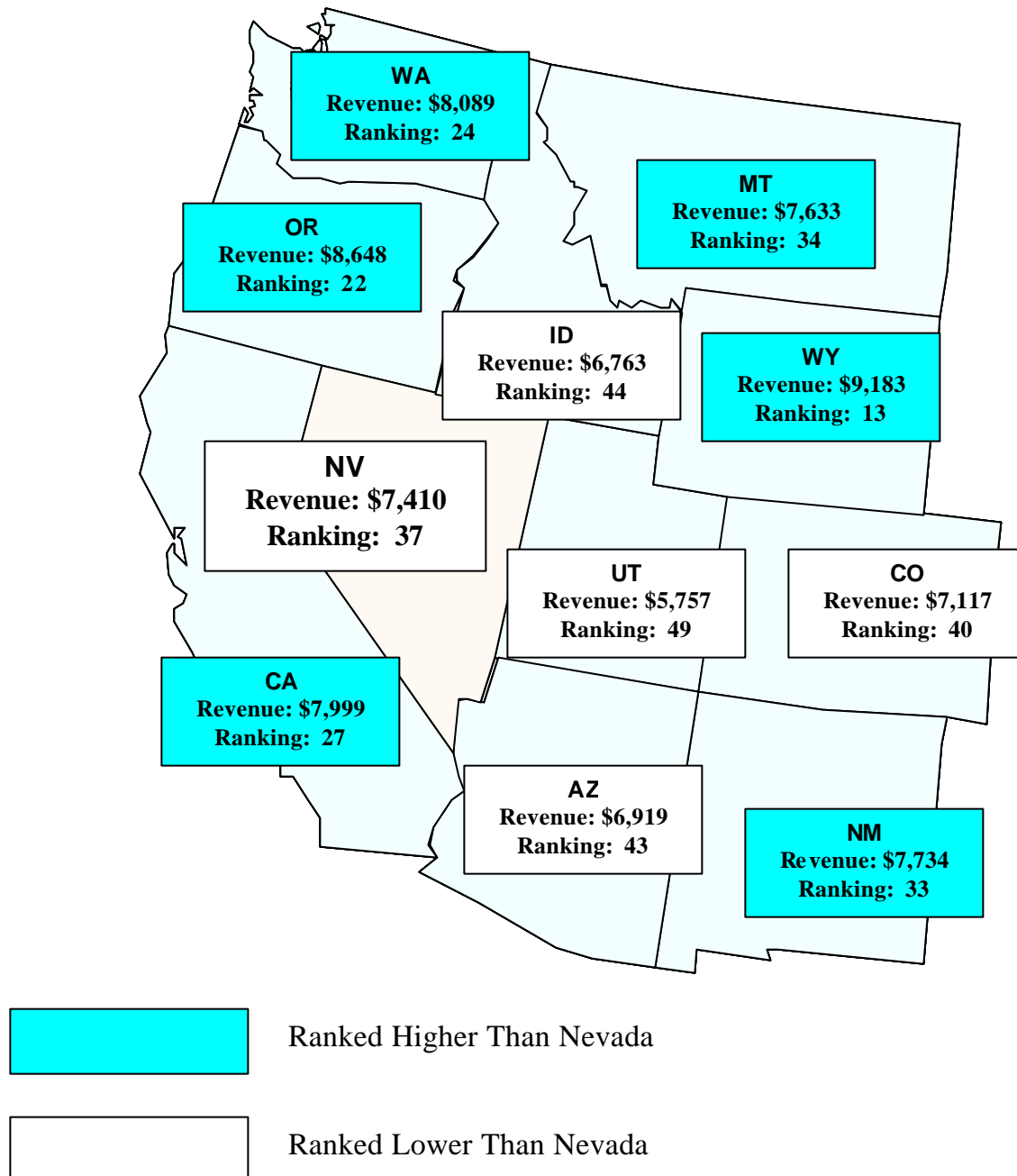
State	Preliminary		Estimated				
	Students	Teachers	Revenues (In Thousands)	Expenditures (In Thousands)	Pupil/Teacher Ratio	Per-Pupil Revenue	Per-Pupil Expenditure
Arizona	903,518	45,959	6,251,791	4,919,844	19.7	6,919	5,445
California	6,247,889	304,598	49,977,065	42,972,693	20.5	7,999	6,878
Colorado	742,065	43,282	5,281,259	4,633,739	17.1	7,117	6,244
Idaho	246,000	13,800	1,663,600	1,424,116	17.8	6,763	5,789
Montana	151,970	10,212	1,160,000	1,076,000	14.9	7,633	7,080
Nevada	356,038	19,255	2,638,399	2,183,900	18.5	7,410	6,134
New Mexico	316,143	20,000	2,445,050	2,242,287	15.8	7,734	7,093
Oregon	552,144	30,895	4,775,000	4,572,000	17.9	8,648	8,280
Utah	477,801	21,900	2,750,680	2,278,647	21.8	5,757	4,769
Washington	1,009,626	51,584	8,166,964	7,305,880	19.6	8,089	7,236
Wyoming	87,768	6,730	806,000	720,000	13.0	9,183	8,203
United States	47,575,862	2,988,379	405,796,406	357,955,487	15.9	8,529	7,524

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, “Early Estimates of Public Elementary/Secondary Education Survey,” 2001-02.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

Per Pupil Revenue Rankings - 2002

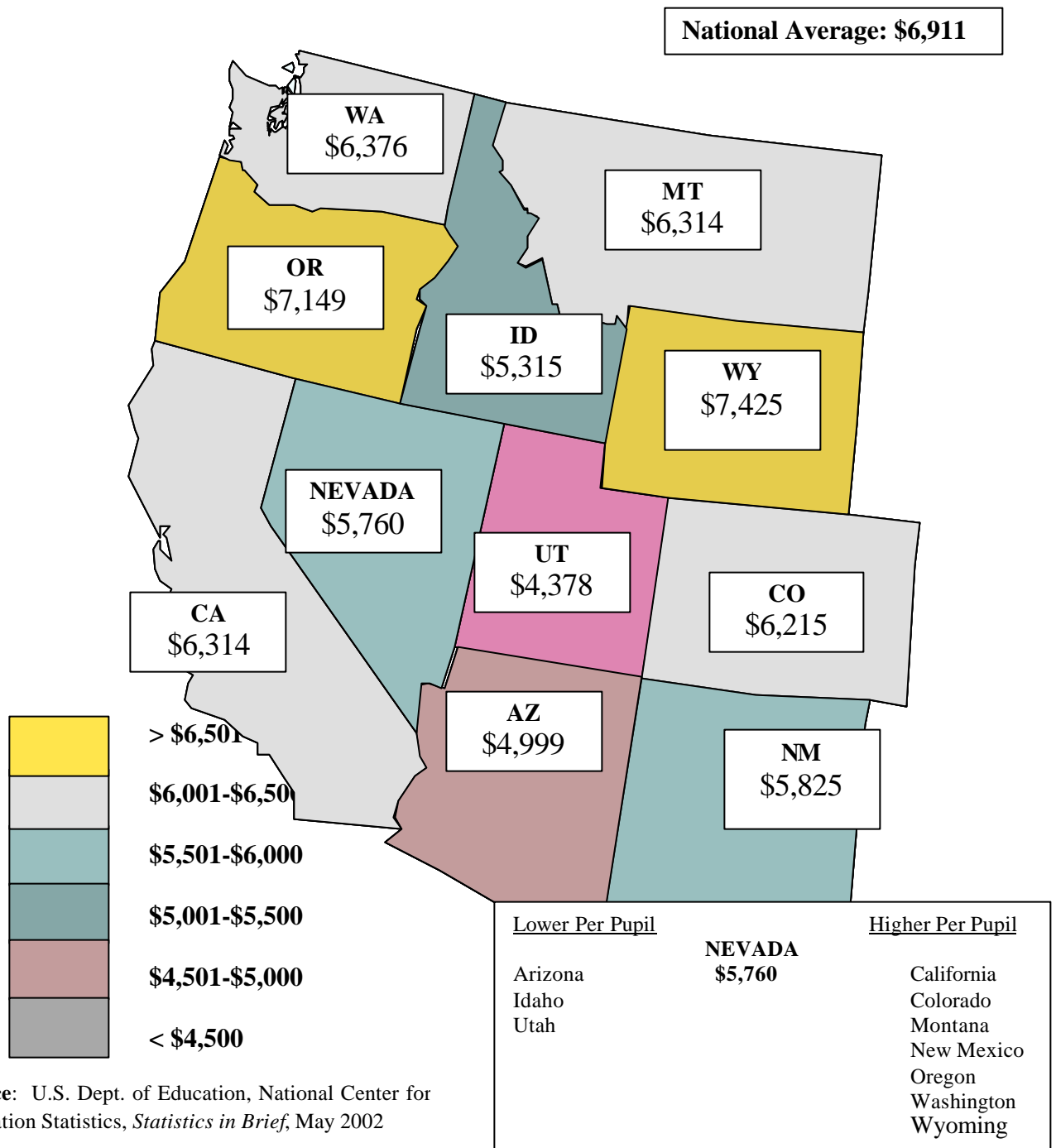


Source: US Department of Education, NCES, "Early Estimates of Public Elementary and Secondary Education Statistics: 2001-2002" in Education State Rankings 2002-2003.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

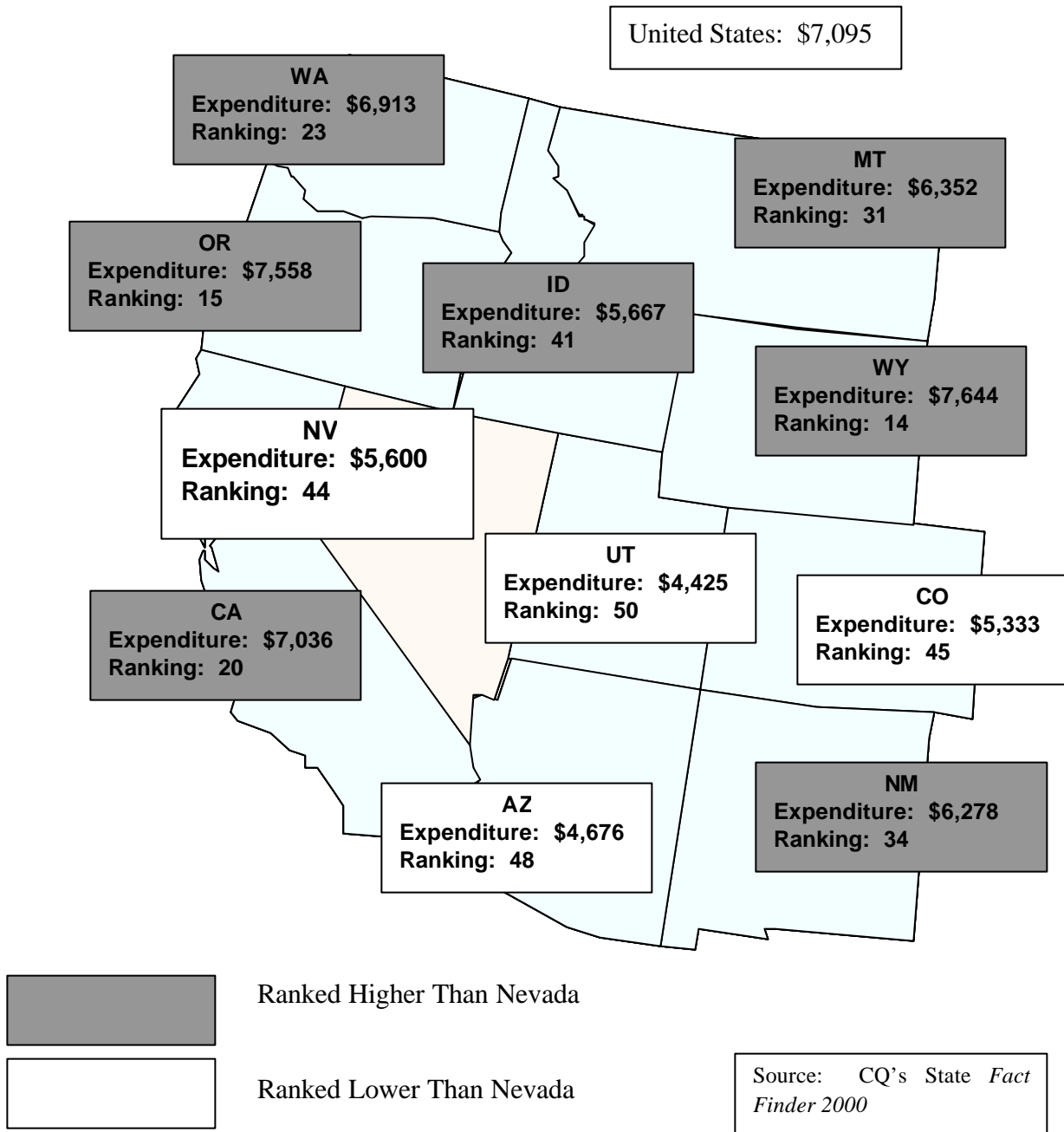
PER-PUPIL EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, SCHOOL YEAR 1999-2000



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

PER PUPIL EXPENDITURE RANKINGS – 2000-2001



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES

WESTERN STATE COMPARISON PER PUPIL EXPENDITURES FOR ELEMENTARY AND SECONDARY SCHOOLS, BY FUNCTION – 1999-2000

State	CURRENT PER PUPIL EXPENDITURES			
	Total	Instruction	Support Services	Non-Instruction
Arizona	4,999	3,056	1,702	242
California	6,314	3,947	2,122	245
Colorado	6,215	3,601	2,389	225
Idaho	5,315	3,280	1,803	231
Montana	6,314	3,939	2,121	254
Nevada	5,760	3,437	2,145	178
New Mexico	5,825	3,287	2,254	285
Oregon	7,149	4,244	2,653	251
Utah	4,378	2,858	1,256	264
Washington	6,376	3,803	2,261	312
Wyoming	7,425	4,537	2,636	252
United States	6,911	4,267	2,350	293

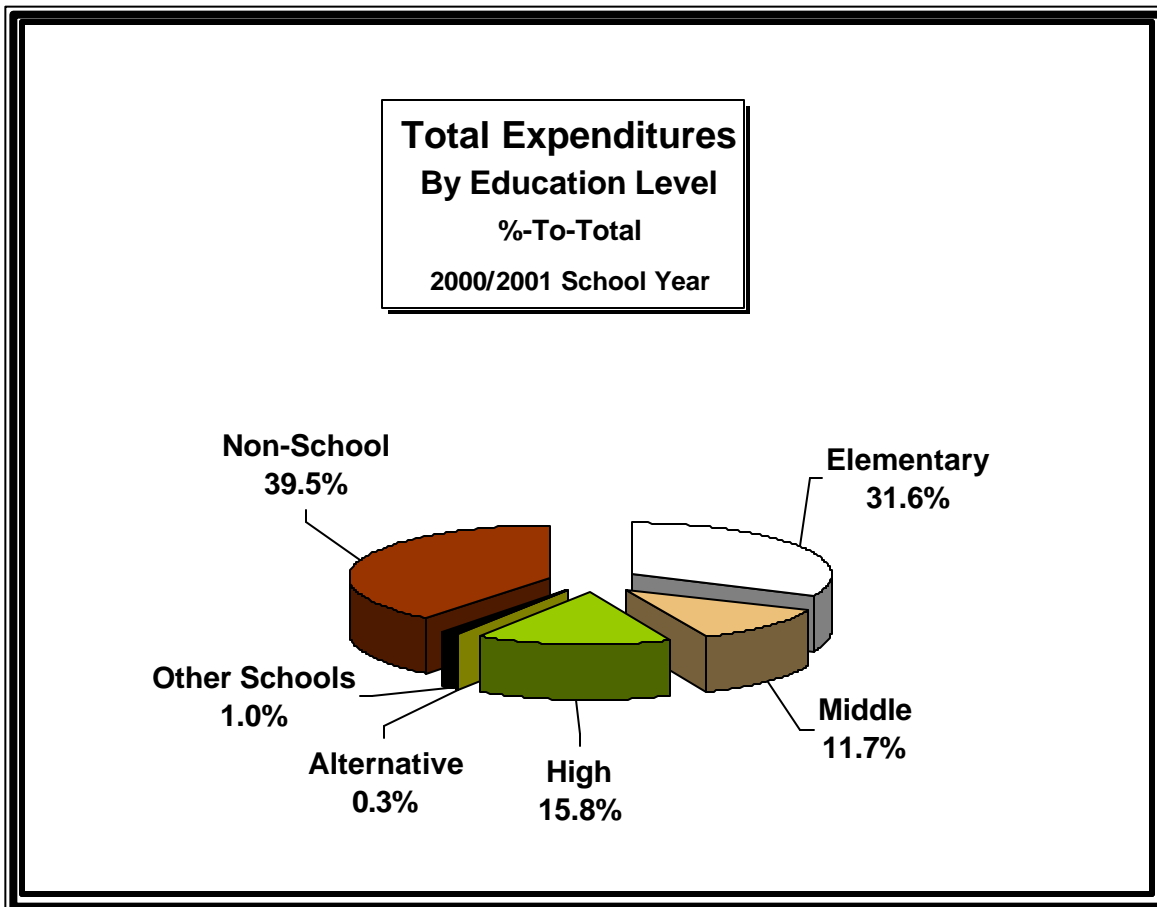
Source: U.S. Department of Education, NCES, Common Core of Data, *Statistics In Brief*, May 2002.



Higher Per Pupil Expenditures on Instruction than Nevada

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM



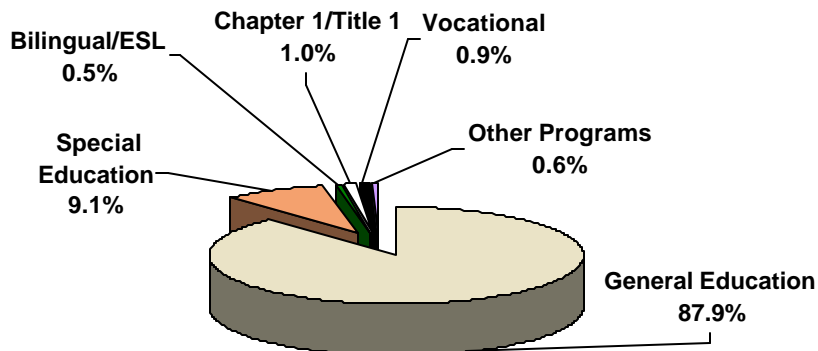
Education Level	Enrollment	Amount	\$ Per Pupil	%-To-Total
Elementary	173,837	\$890,283,046	\$5,121	31.6%
Middle	72,936	\$330,315,283	\$4,529	11.7%
High	89,428	\$444,115,718	\$4,966	15.8%
Alternative	958	\$9,828,445	\$10,259	0.3%
Other Schools	N/A	\$28,221,501	N/A	1.0%
Non-School	N/A	\$1,112,748,625	N/A	39.5%
Total	339,201	\$2,815,512,618	\$8,300	100.0%

Source: Fox River Learning, Inc 2000-2001 reports.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM

#12 Expenditures By Six Programs
General Education and
Incremental Programs
%-To-Total
2000/2001 School Year



Program	Program Enrollment ¹	Amount	Incremental \$ Per Pupil ³	Total \$ Per Pupil ³	%-To-Total
General Education	328,612.40	\$2,476,186,110	\$7,535	\$7,535	87.9%
Special Education	37,917.00	\$254,978,724	\$6,725	\$14,260	9.1%
Bilingual / ESL	49,048.00	\$12,930,862	\$264	\$7,799	0.5%
Chapter 1 / Title 1	59,561.20	\$28,740,390	\$483	\$8,018	1.0%
Vocational	53,872.00	\$26,713,973	\$496	\$8,031	0.9%
Other Programs ²	N/A	\$15,962,558	N/A	N/A	0.6%
Total	339,201	\$2,815,512,618	N/A	\$8,300	100.0%

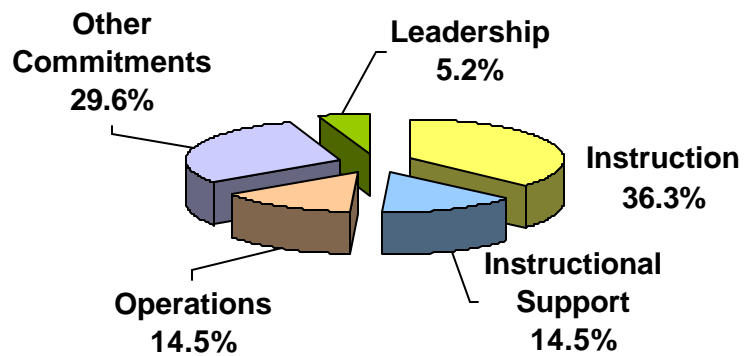
1. Students are counted as 1.0 in multiple programs. Therefore, the total of programmatic enrollments is greater than "Total District" enrollment. Kindergarten and pre-school students are counted as 0.6 for enrollment because they attend school for only part of the day.
2. "Other Programs" does not include a per pupil expenditure because these programs benefit various student populations with a variety of needs, and a per pupil calculation would not be comparable.

Source: Fox River Learning, Inc 2000-2001 reports.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

IN\$ITE FINANCIAL ANALYSIS SYSTEM

**#1 Total Expenditures
(All Funding Sources)
By Five Major Functions
2000/2001 School Year**

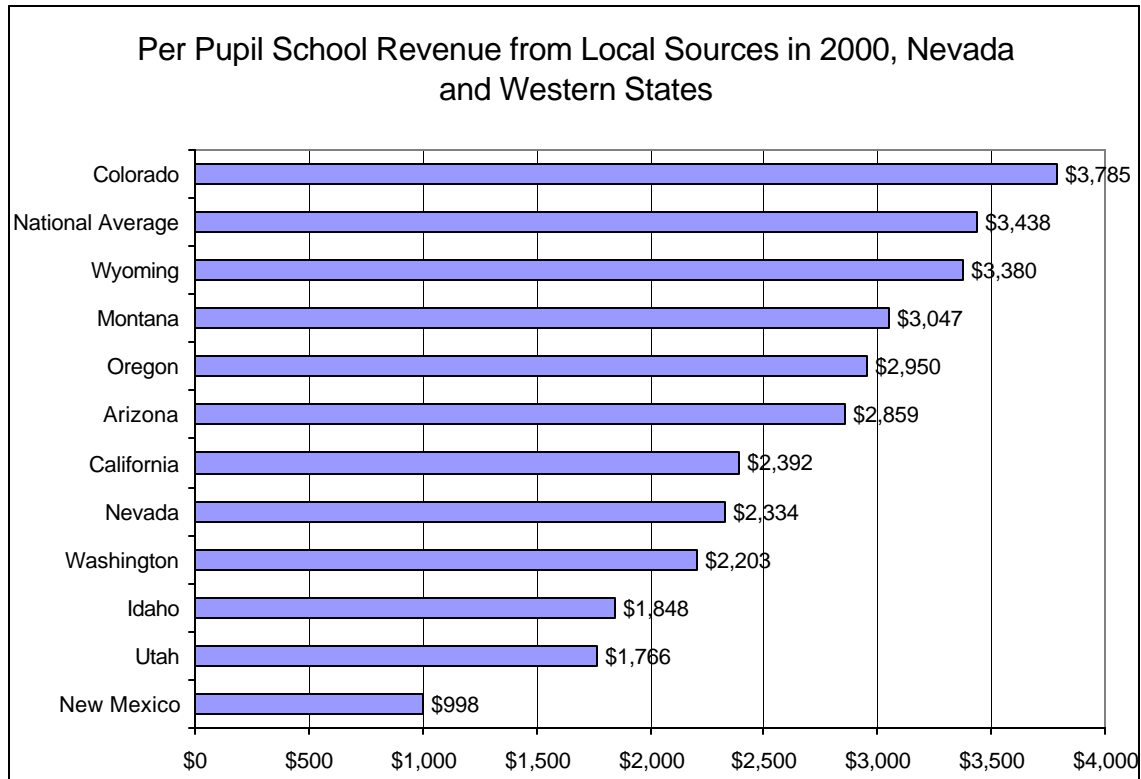


Enrollment:				
339,201				
	Amount	Per Pupil	% - To-Total	
Instruction	\$1,022,165,376	\$3,013	36.3%	
Instructional Support	\$407,002,831	\$1,200	14.5%	
Operations	\$407,420,925	\$1,201	14.5%	
Other Commitments	\$832,295,105	\$2,454	29.6%	
Leadership	\$146,628,380	\$432	5.2%	
Total Expenditures	\$2,815,512,618	\$8,300	100.0%	

Source: Fox River Learning, Inc 2000-2001 reports.

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

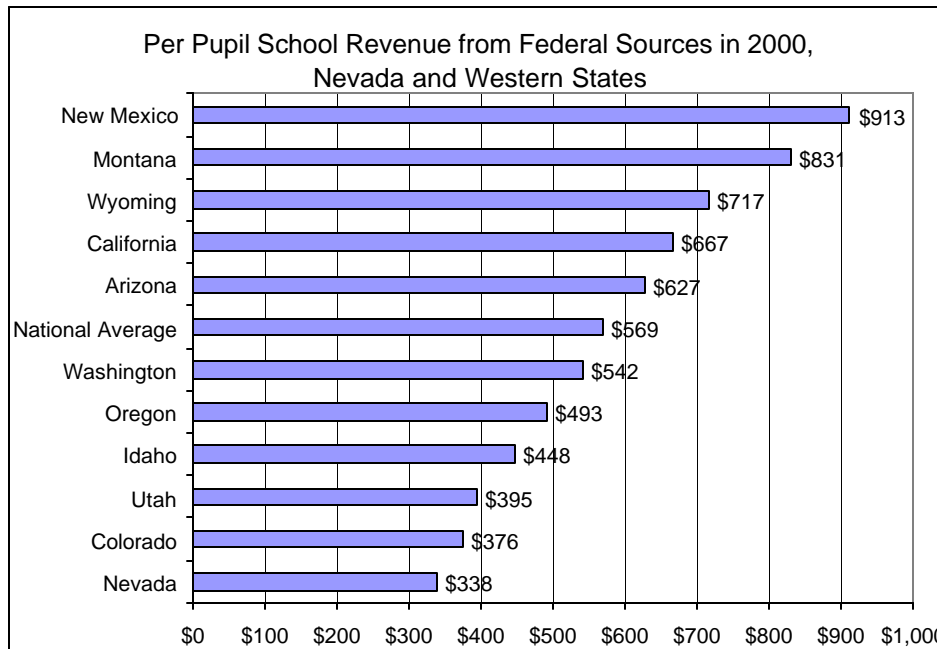
REVENUE SOURCES — NEVADA AND WESTERN STATES



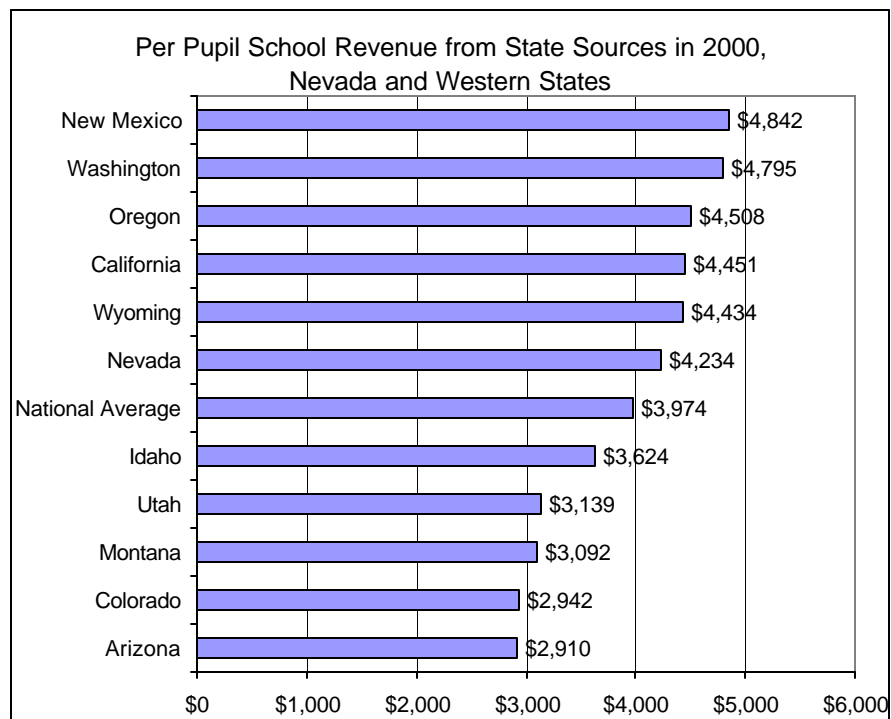
Source: U.S. Bureau of the Census, "Public Elementary-Secondary Education Finances: 1999-2000," in *Education State Rankings 2002-2003*

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

REVENUE SOURCES — FEDERAL SOURCES



Source: U.S. Bureau of the Census, "Public Elementary-Secondary Education Finances: 1999-2000" in *Education State Rankings 2002-2003*.



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

LOCAL GOVERNMENT INDEBTEDNESS

LOCAL GOVERNMENT INDEBTEDNESS GENERAL OBLIGATION BONDS OF SCHOOL DISTRICTS AND OTHER LOCAL GOVERNMENT ENTITIES IN NEVADA June 30, 2002

County	County Bond Amount	Schools Amount	Cities/Other Amount	Total	Percent of G.O. Bonds for Schools
Carson City	\$2,425,000	\$43,190,000		\$45,615,000	94.7%
Churchill		\$25,250,000		\$25,250,000	100.0%
Clark	\$142,195,000	\$1,922,076,995	\$247,423,486	\$2,311,695,481	83.1%
Douglas		\$20,189,659	\$1,085,000	\$21,274,659	94.9%
Elko			\$1,475,000	\$1,475,000	0.0%
Esmeralda				\$0	0.0%
Eureka				\$0	0.0%
Humboldt	\$325,000	\$5,610,000	\$4,370,000	\$10,305,000	54.4%
Lander	\$3,955,000			\$3,955,000	0.0%
Lincoln		\$1,593,000		\$1,593,000	100.0%
Lyon		\$52,710,000		\$52,710,000	100.0%
Mineral		\$5,615,000		\$5,615,000	100.0%
Nye		\$53,915,000	\$2,199,000	\$56,114,000	96.1%
Pershing		\$5,585,000		\$5,585,000	100.0%
Storey		\$1,160,000		\$1,160,000	100.0%
Washoe	\$59,295,000	\$335,985,000	\$40,845,000	\$436,125,000	77.0%
White Pine		\$7,655,000		\$7,655,000	100.0%
Statewide	\$208,195,000	\$2,480,534,654	\$297,397,486	\$2,986,127,140	83.1%

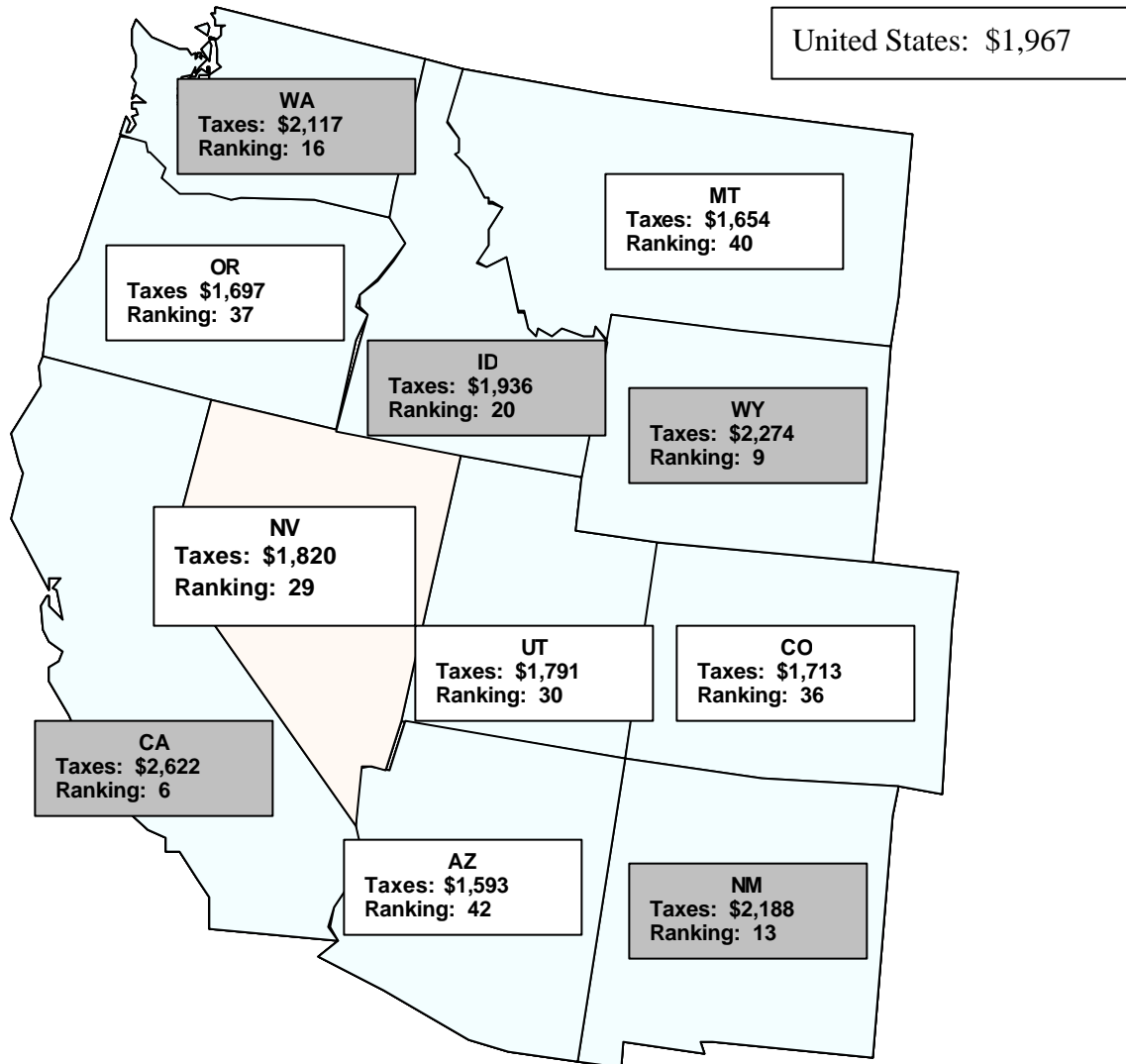
Source: Nevada Department of Taxation, "Annual Local Government Indebtedness."



NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

TAX BURDEN

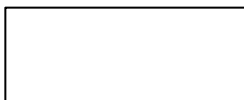
STATE GOVERNMENT TAX COLLECTIONS – 2001 TOTAL TAXES PER CAPITA



Source: U.S. Bureau of Census, State Government Tax Collections: May 2002.



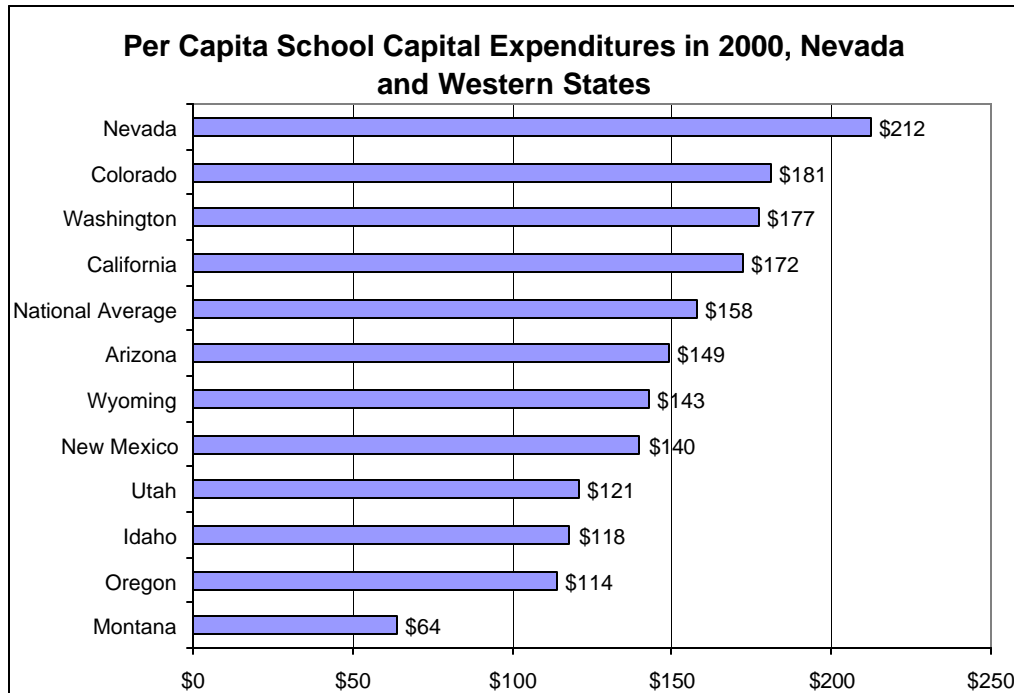
Ranked Higher Than Nevada



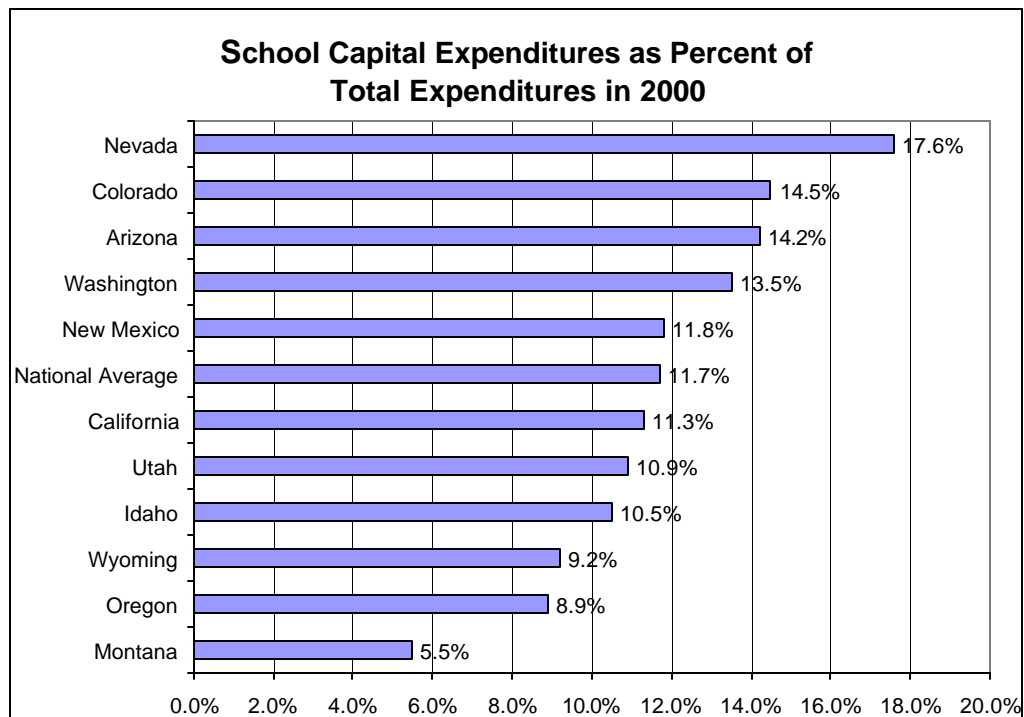
Ranked Lower Than Nevada

NEVADA PLAN FOR SCHOOL FINANCE AND EDUCATION EXPENDITURES

EXPENDITURES-CAPITAL CONSTRUCTION



Source: U.S. Bureau of the Census, "Public Elementary-Secondary Education Finances: 1999-2000" in *Education State Rankings 2002-2003*.



III. TEACHER SALARY-BENEFIT COMPARISON DATA

BACKGROUND – TEACHER SALARIES

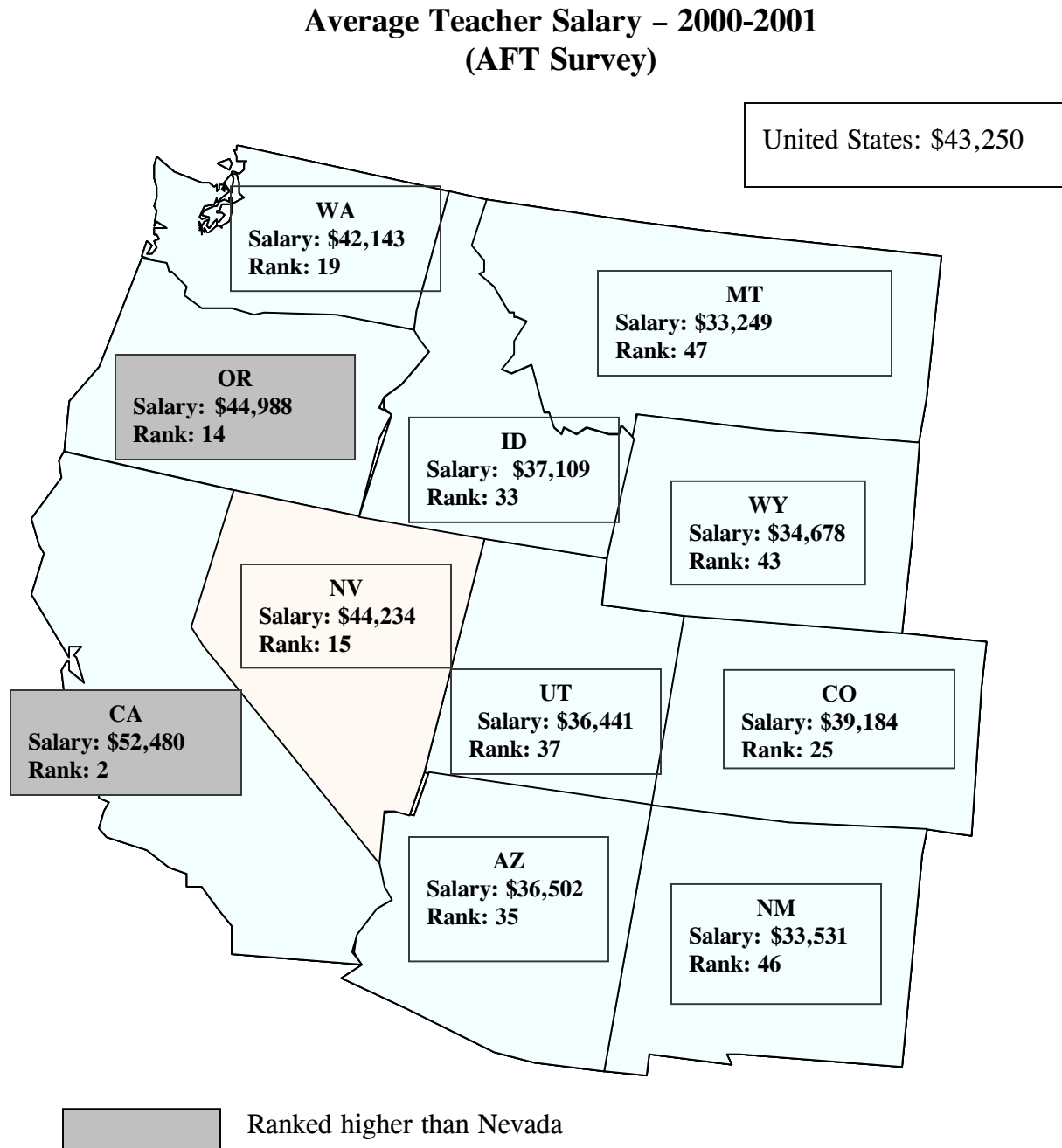
Teacher pay is often viewed as a major factor in attracting qualified people into the profession. According to the American Federation of Teachers' *Survey & Analysis of Teacher Salary Trends 2001*, the 2000-01 average teacher salary was \$43,250. Connecticut reported the highest average salary at \$53,507, and South Dakota reported the lowest average salary at \$30,265. In that same report Nevada's \$44,234 average earned it a 14th ranking among the 50 states. The National Education Association's Fall 2002 *Ranking & Estimates* also ranks Nevada as 14th among the 50 states.

With increasing frequency, states and school districts are reviewing financial incentives as part of a comprehensive recruitment strategy for teachers. Such incentives include signing bonuses, housing allowances, moving expenses, and salary increases to teach in high-demand subjects or hard-to-staff schools. States' experience confirms some degree of success in recruiting from neighboring states by raising beginning teacher salaries or offering attractive bonuses, usually to the detriment of poorer states and districts. In the 2001 Legislative Session, Senate Bill 458 provided a 3 percent retention pay bonus for teachers in the 2001-02 Fiscal Year, and Senate Bill 427 set aside \$10 million in recruitment bonus money for new teachers.

According to the Education Commission of the States, although a 1998 national survey reported the general public believes strongly that increasing teachers' salaries would aid in the recruitment of teachers, research is inconclusive about the impact of salary on teachers' decisions to enter the teaching field or select a particular job. Most such studies instead cite a sense of calling, idealism, and an attraction to the perceived lifestyle, as primary reasons for entry into the field.

TEACHER SALARY-BENEFIT COMPARISON DATA

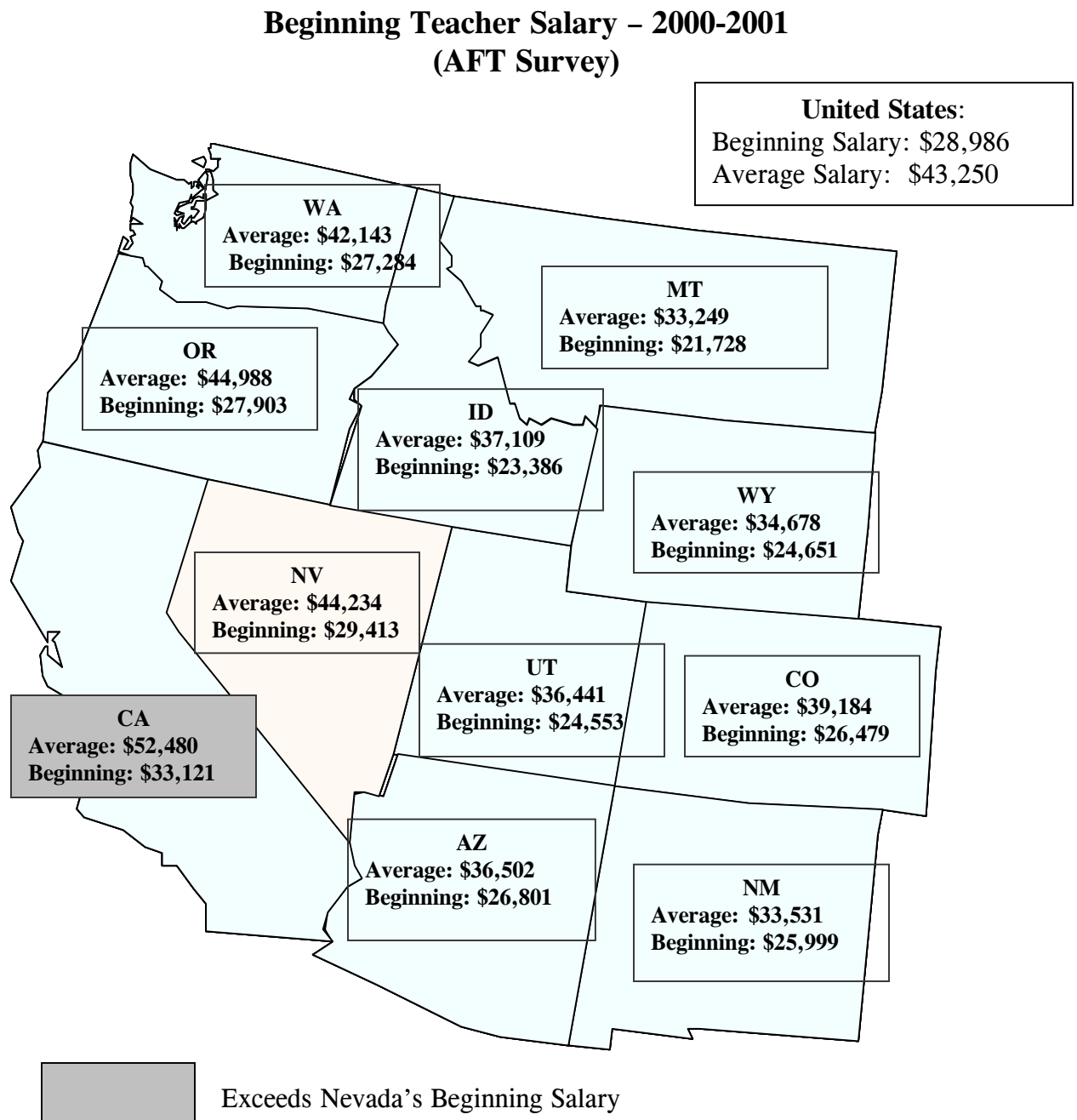
AVERAGE TEACHER SALARIES



Source: *Survey and Analysis of Teacher Salary Trends 2001*, American Federation of Teachers

TEACHER SALARY-BENEFIT COMPARISON DATA

BEGINNING TEACHER SALARIES

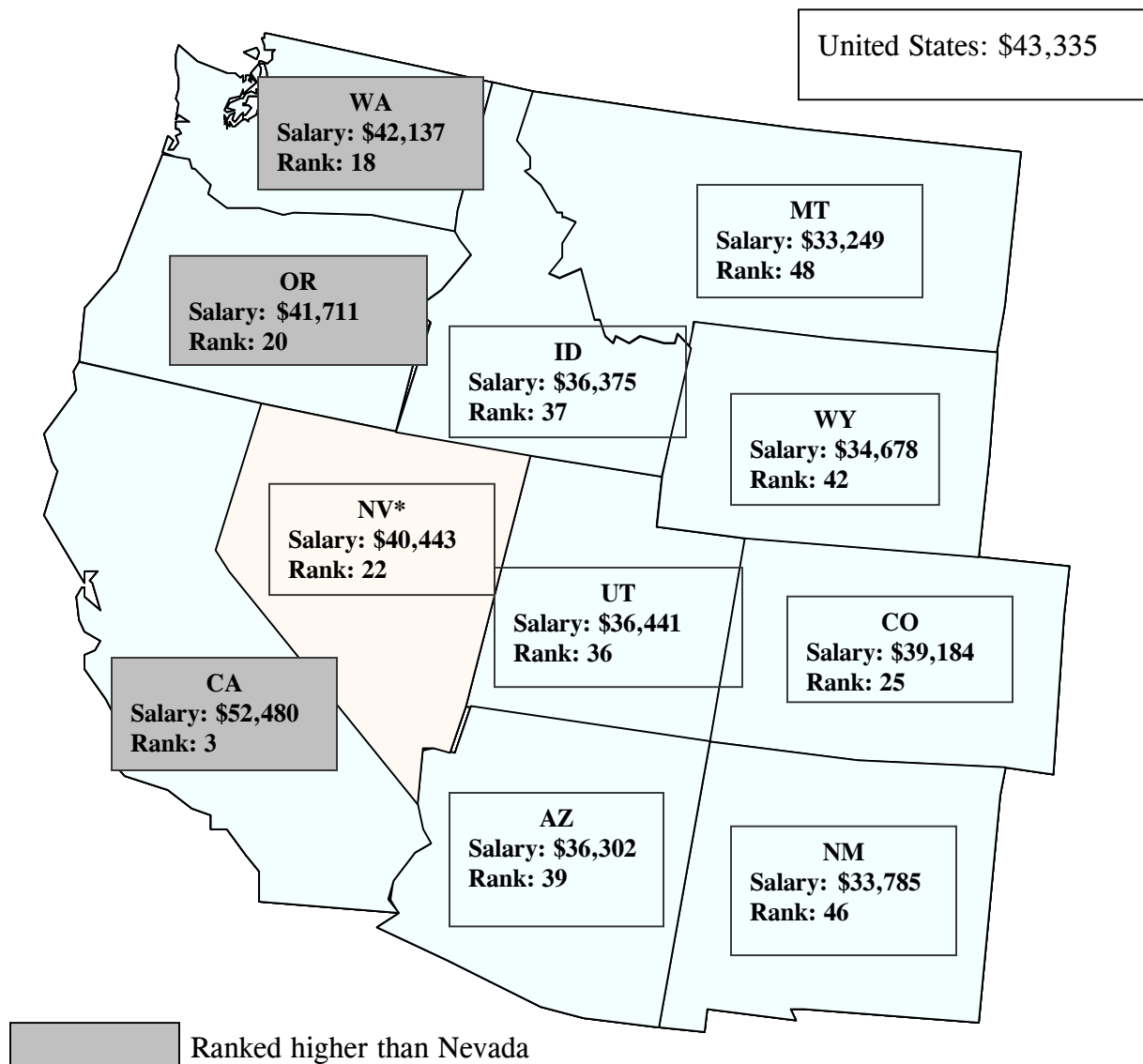


Source: *Survey and Analysis of Teacher Salary Trends 2001*, American Federation of Teachers, 2002.

TEACHER SALARY-BENEFIT COMPARISON DATA

AVERAGE TEACHER SALARIES

Average Teacher Salary – 2000-2001 (NEA Survey)

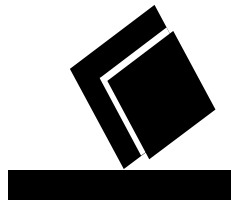
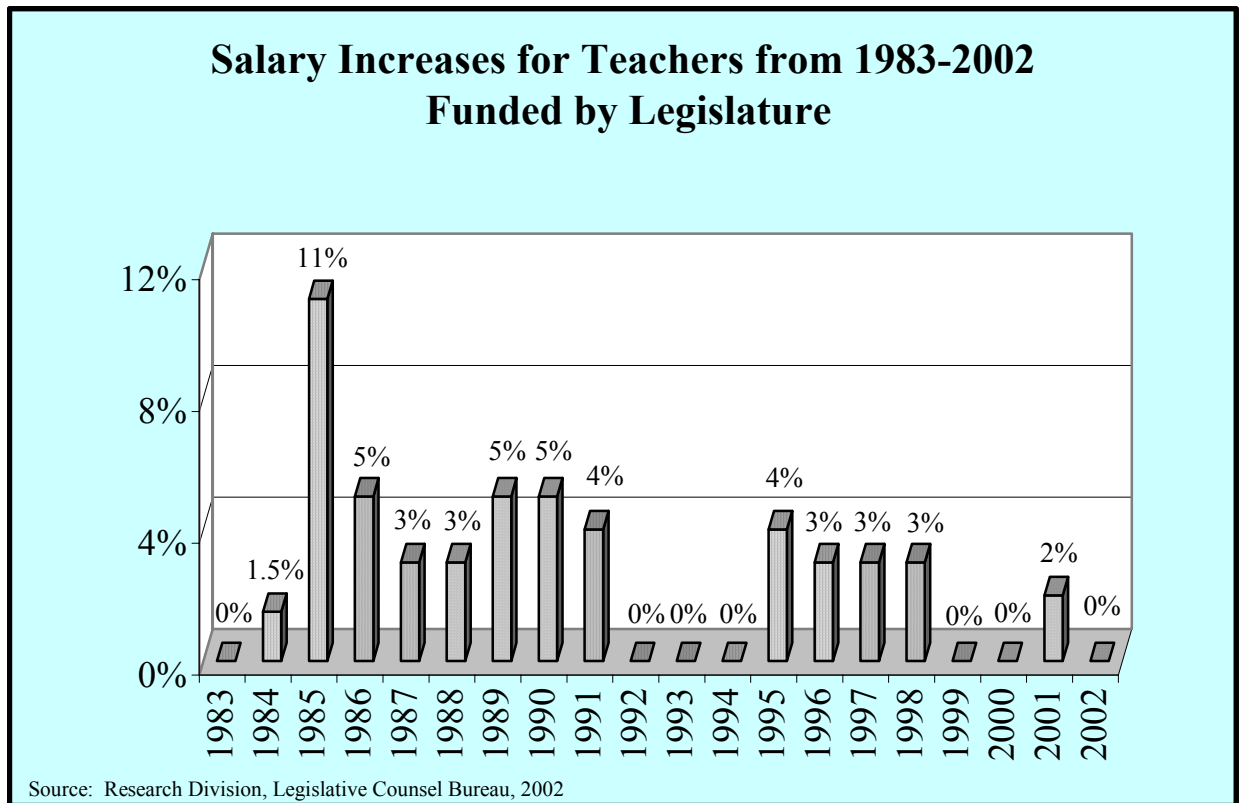


* Adjusted. Note that in the NEA's *A Report of School Statistics Update, Fall 2002*, Nevada was ranked 15th based on an adjusted salary of \$44,386 for 2000-2001 due to the inclusion of the retirement contribution paid by the districts.

Source: *Rankings and Estimates – Rankings 2001, Spring 2002*, National Education Association.

TEACHER SALARY-BENEFIT COMPARISON DATA

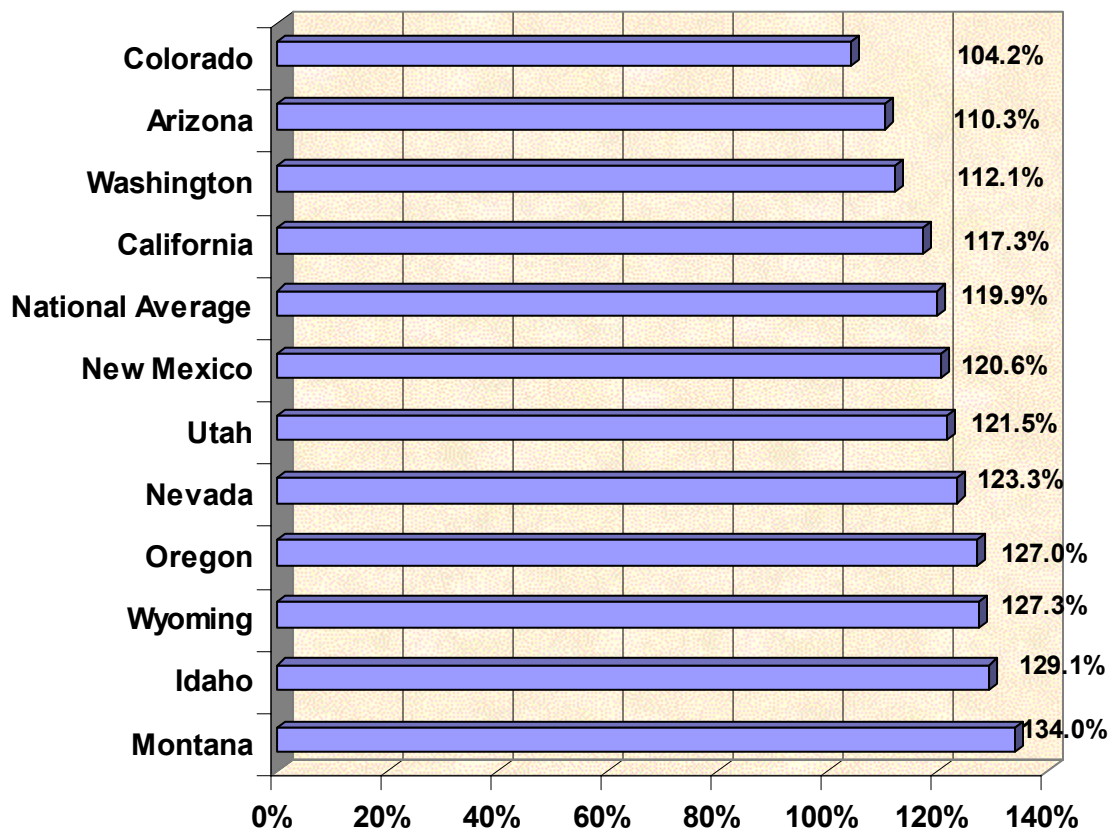
NEVADA TEACHER SALARY INCREASES



TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES & ALL WORKERS

Annual Teacher Salary as a Percent of Average Annual Pay
of All Workers in 2000



Source: U.S. Department of Education, NCES, "Digest of Education Statistics, 2001" in *Education State Rankings 2002-2003*.

TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHER SALARIES & PRIVATE SECTOR

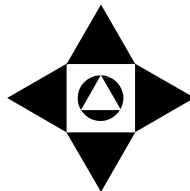
WESTERN STATE COMPARISON: AVERAGE SALARY OF TEACHERS IN 2000-2001 COMPARED TO ANNUAL EARNINGS IN THE PRIVATE SECTOR, 2000

STATE	AVERAGE TEACHER'S SALARY	PRIVATE SECTOR ANNUAL EARNINGS	PAY RATIO TEACHERS TO PRIVATE SECTOR	RANK		
				2001	2000	1991
Arizona	\$36,502	\$32,428	1.13	44	47	22
California	\$52,480	\$41,182	1.27	25	28	9
Colorado	\$39,184	\$37,552	1.04	50	49	38
Idaho	\$37,109	\$27,630	1.34	13	11	39
Montana	\$33,249	\$23,197	1.43	4	5	8
Nevada	\$44,234	\$31,387	1.41	5	7	4
New Mexico	\$33,531	\$26,519	1.26	29	26	41
Oregon	\$44,988	\$32,480	1.39	8	3	6
Utah	\$36,441	\$28,922	1.26	30	32	45
Washington	\$42,143	\$37,212	1.13	43	48	28
Wyoming	\$34,678	\$26,502	1.31	21	13	16
United States	\$43,250	\$35,305	1.23	NA	NA	NA

 Ranked Higher Than Nevada – 2001

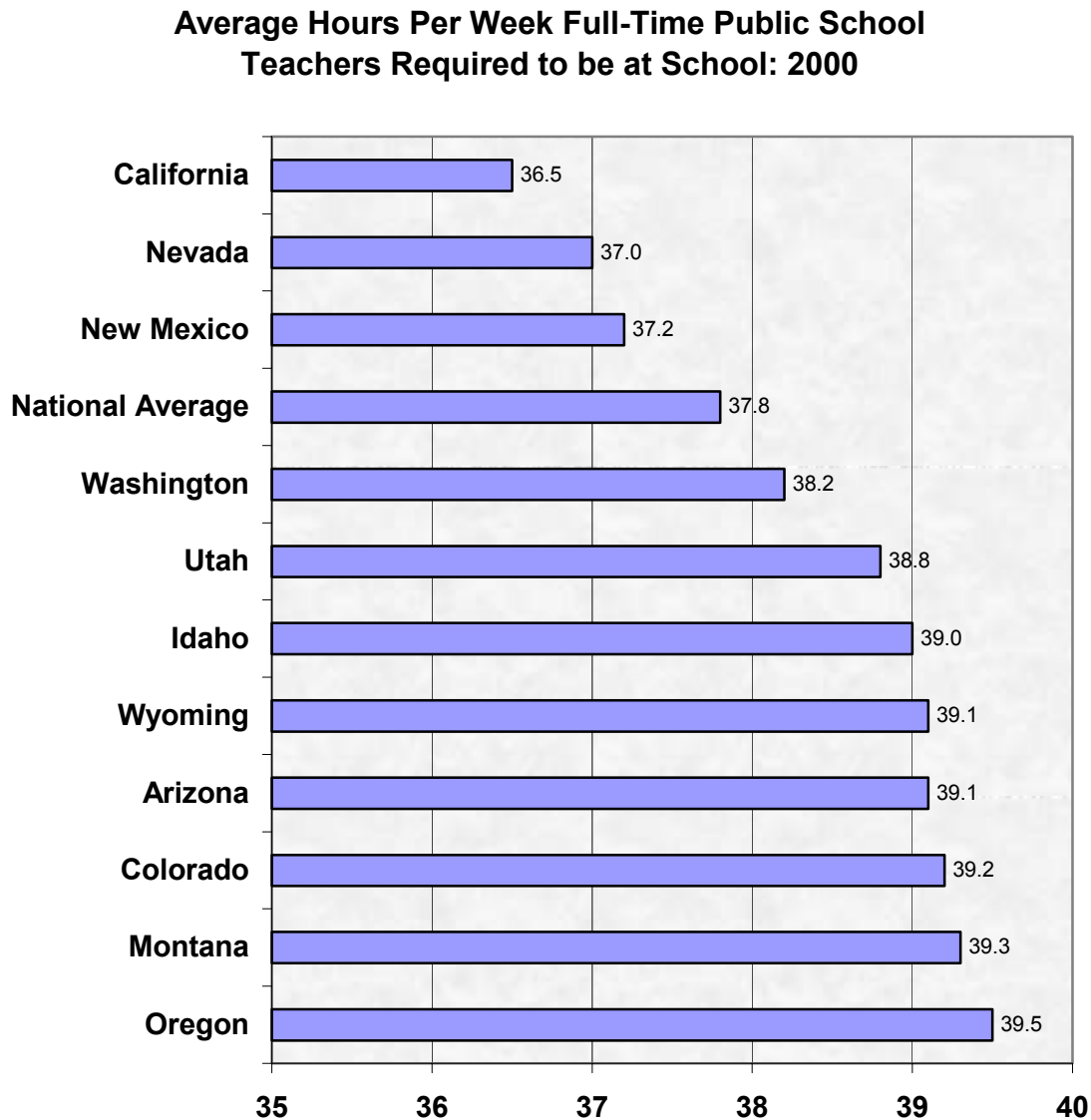
 Ranked Lower Than Nevada – 2001

Source: American Federation of Teachers. *Survey & Analysis of Teacher Salary Trends 2001*, July 2002.



TEACHER SALARY-BENEFIT COMPARISON DATA

TEACHERS – HOURS WORKED



Source: U.S. Department of Education, NCES, "Schools and Staffing Survey: 1999-2000" in *Education State Rankings 2002-2003*.

IV. SPECIAL EDUCATION

BACKGROUND AND HISTORY

Special education services are provided directly to students by local school districts and are funded from federal grants, state appropriations, and local dollars. All special education services are delivered in accordance with an Individual Education Plan (IEP) developed for each special needs student as required by federal law. Among other things, the IEP contains goals and objectives for student achievement, placement information, and a description of the supportive services necessary for a student to benefit from special education.

The Nevada Department of Education (NDE) oversees special education programs provided by school districts. State authority, responsibilities, services, and direction to local districts are outlined in *Nevada Revised Statutes* (NRS) Chapter 395, “Education of Persons with Disabilities,” and in Chapter 395 of the *Nevada Administrative Code*. To a great extent, both the NDE and local school districts are bound by federal legislation and regulations governing the provision of services to students with special educational needs.

The special education student population in Nevada has grown at an annual rate of over 6 percent over the last five years and it has increased at a faster rate, since 1992, than has the general student population. Special needs students now comprise about 9.7 percent of the total school population (ages 6 through 17). This 9.7 percent enrollment figure is lower than the nationwide average of 11.3 percent for special needs students.

In 2000-2001, the average cost, statewide, for educating a disabled student in Nevada was \$14,260 per year, which includes the expenses for general education classes, special education programs, and related services. For the 2000-2001 school year, the total cost to educate students with disabilities (including general education costs) in Nevada was \$255 million paid from a combination of federal, state, and local dollars.

In Nevada, special education services are funded from a combination of local, state, and federal sources. State support is provided through the Distributive School Account (DSA) in two forms. First, the DSA includes an appropriation for the actual number of teachers in the previous fiscal year, including special education teachers, at the current average salary and benefit level plus a percentage

SPECIAL EDUCATION

BACKGROUND AND HISTORY

“roll-up” for salary increases and student enrollment growth. This amount plus the amounts for other educational expenditures are used to determine a per-pupil basic support guarantee from the state to local school districts. In addition, the Legislature funds a certain number of “units” for special education allocated to school districts each year. A unit is defined as the salary and benefits for one special education teacher. The unit funding can only be used to support special education teacher salaries and benefits.

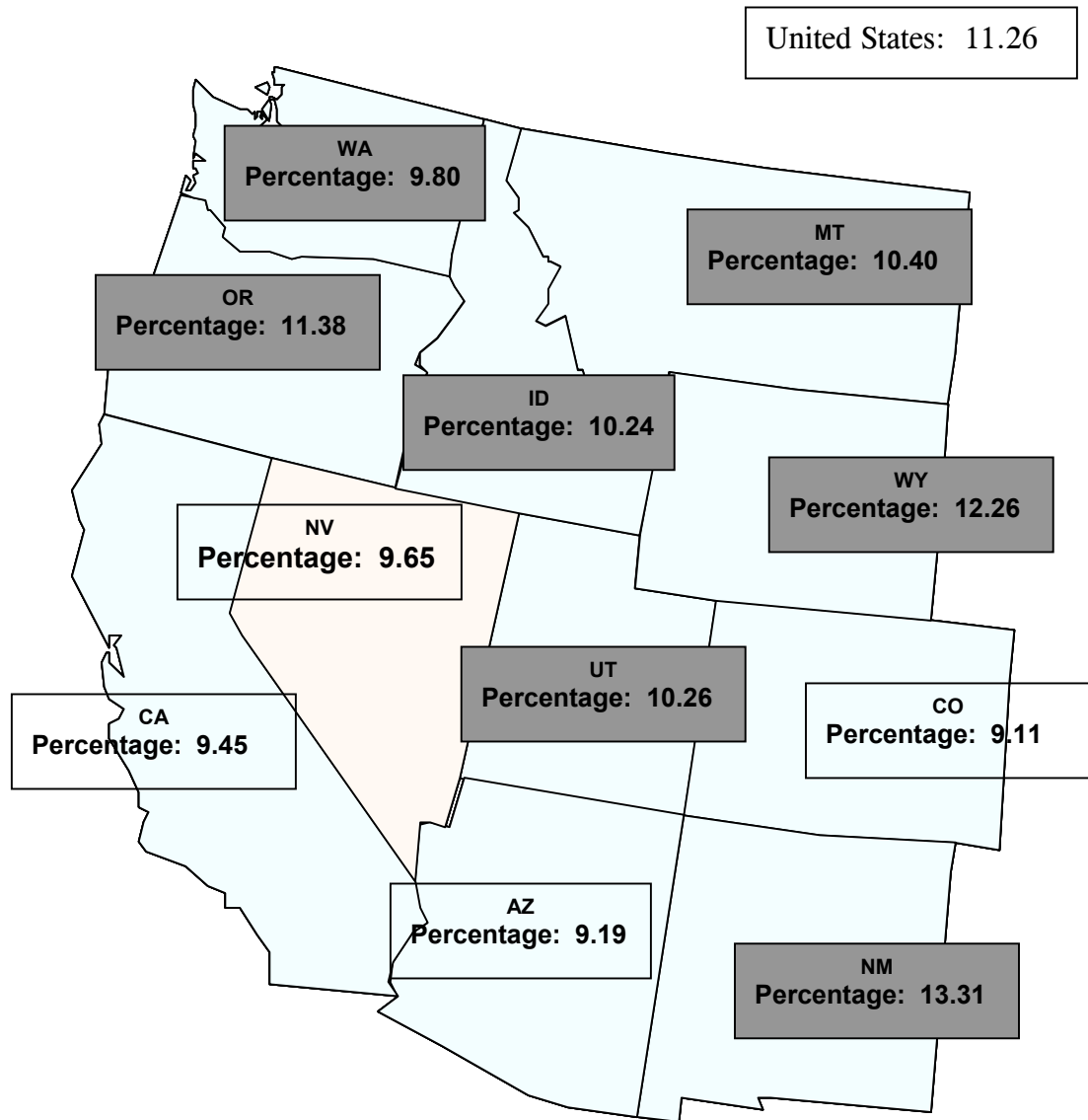
The Legislature funded 2,402 units in Fiscal Year (FY) 2001-2002 at \$29,977 per unit for a total of \$72,004,754. In FY 2002-2003, 2,514 units were funded by the Legislature at \$30,576 per unit for a total appropriation of \$76,868,064.

The amount allocated for each unit falls short of the actual costs of salaries and benefits for special education teachers, who normally have more education and experience than other teachers. This requires school districts to use money from the local general fund to pay the difference between the amount funded by the state and the actual cost of providing special education services. Some money is available from federal sources and grants, but it has historically been very small. Last year Congress funded 15 percent of the total cost – the most it has ever contributed; originally it promised the states that it would fund up to 40 percent of the cost.

SPECIAL EDUCATION

PERCENTAGE SERVED

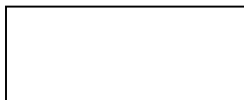
WESTERN STATE COMPARISON: PERCENTAGE OF SPECIAL EDUCATION CHILDREN (AGES 6-17) SERVED UNDER IDEA – 1999-2000 SCHOOL YEAR



Source: 23rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), May 2002



Higher Percentage Than Nevada

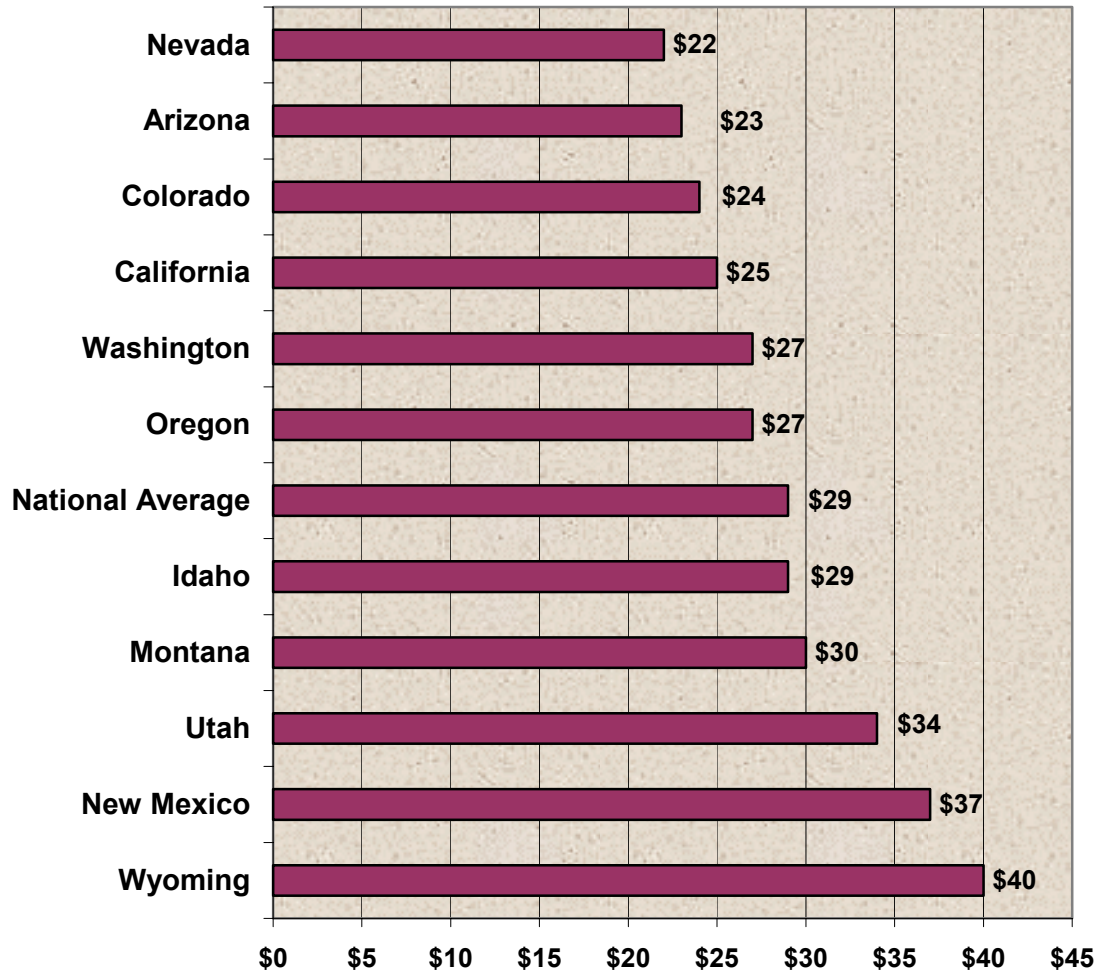


Lower Percentage Than Nevada

SPECIAL EDUCATION

SPECIAL EDUCATION GRANTS

**Per Capita Total Federal Government
Special Education Grants to States in 2002**

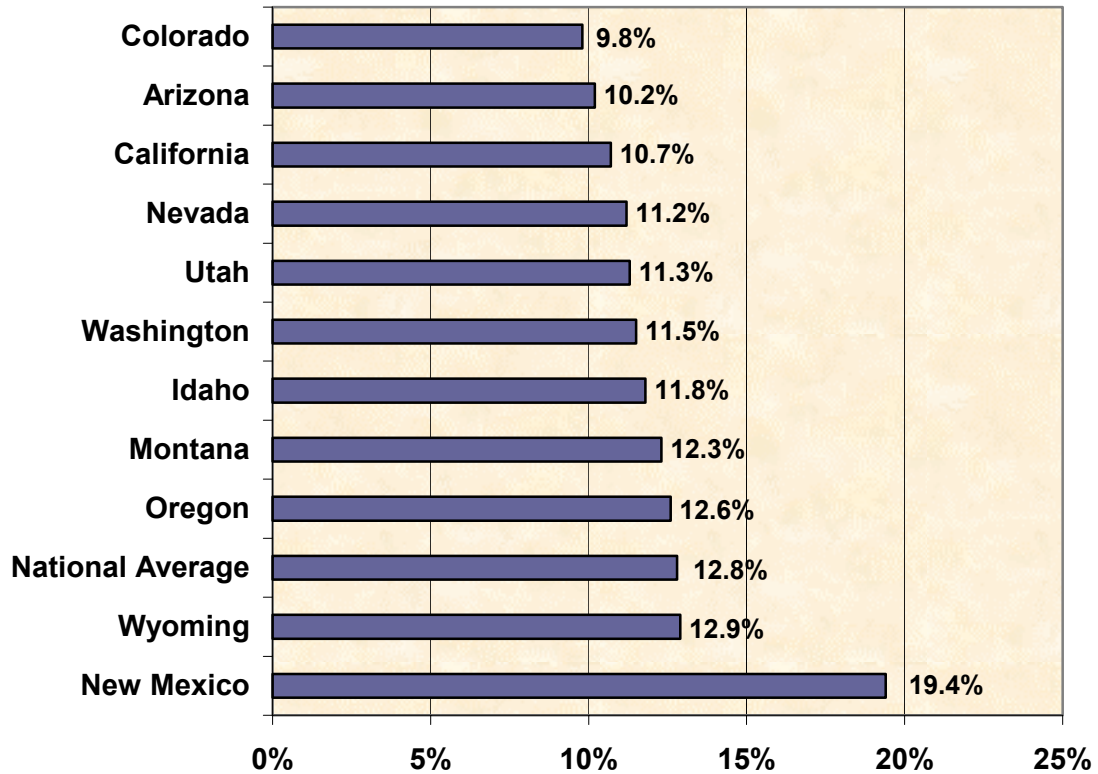


Source: U.S. Department of Education, *FY 2003 State Tables*, in *Education State Rankings 2002-2003*.

SPECIAL EDUCATION

STUDENTS WITH IPES

**Percent of Public Elementary and Secondary School
Students with Individualized Education Plans (IEPs)
in 2001**



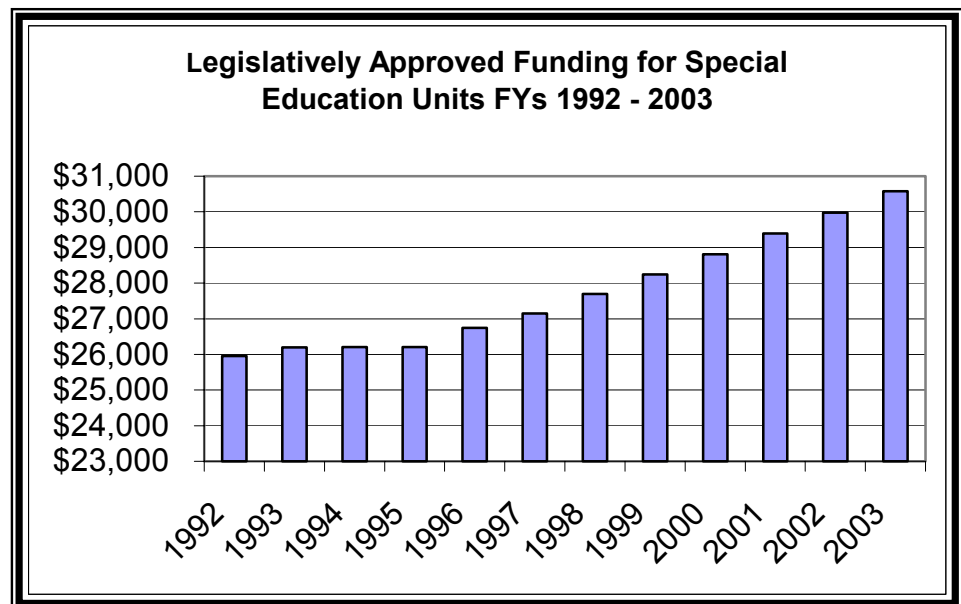
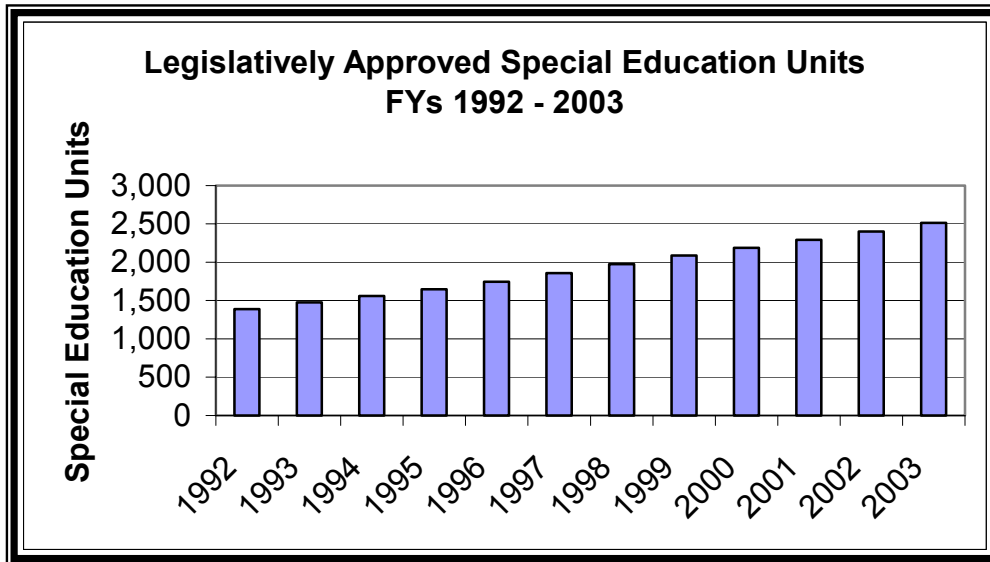
Source: U.S. Department of Education, NCES, "Overview of Public Elementary and Secondary Schools and Districts: School Year 2000-2001," in *Education State Rankings 2002-2003*.



SPECIAL EDUCATION

UNIT FUNDING

Nevada: Special Education Unit Funding Fiscal Years 1992-2003



Source: Nevada Legislative Appropriations Report, September 2001

SPECIAL EDUCATION

UNIT FUNDING

Nevada: Special Education Unit Funding
Fiscal Years 1994 – 2003
(Number Approved and Unit Amount)

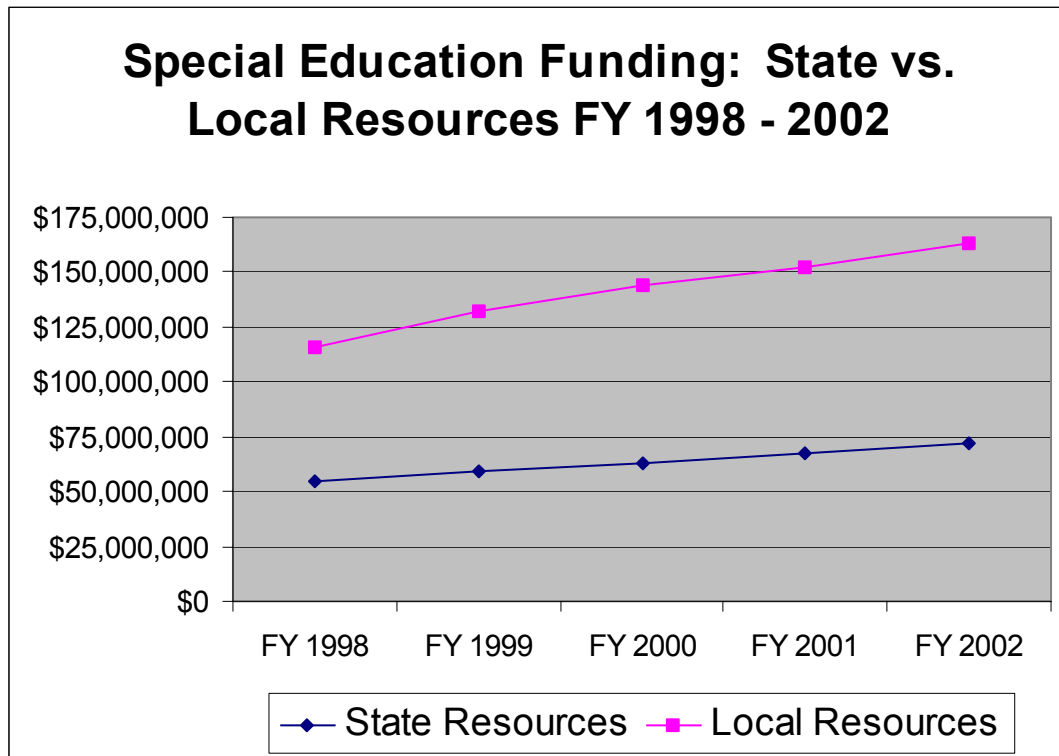
<u>Fiscal Year</u>	<u>Legislatively Approved</u>
2003	2,514 @ \$30,576
2002	2,402 @ \$29,977
2001	2,291 @ \$29,389
2000	2,186 @ \$28,813
1999	2,088 @ \$28,248
1998	1,976 @ \$27,694
1997	1,857 @ \$27,151
1996	1,746 @ \$26,740
1995	1,645 @ \$26,208
1994	1,560 @ \$26,208

Source: Nevada Department of Education

SPECIAL EDUCATION

FUNDING

NEVADA: SPECIAL EDUCATION FUNDING STATE VS. LOCAL RESOURCES

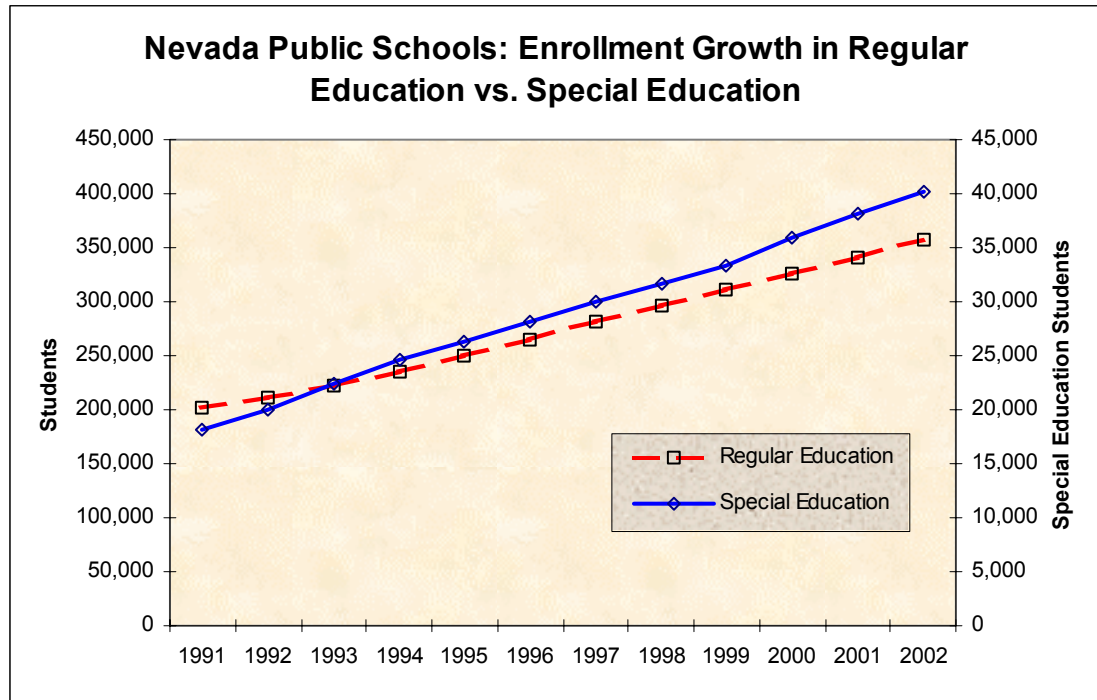


Fiscal Year	State Resources	Local Resources
FY 1998	\$54,723,344	\$116,198,395
FY 1999	\$58,981,824	\$132,014,493
FY 2000	\$62,985,216	\$143,861,090
FY 2001	\$67,330,199	\$151,949,548
FY 2002	\$72,004,752	\$163,313,519

Source: Nevada Department of Education

SPECIAL EDUCATION

FUNDING



School Year	Regular Education Enrollment	Percent Increase	Special Education Enrollment*	Percent Increase
2002	356,814	4.7	40,196	5.00
2001	340,706	4.6	38,165	6.00
2000	325,610	4.70	35,847	7.60
1999	311,063	4.87	33,294	4.90
1998	296,621	5.14	31,726	5.90
1997	282,131	6.45	29,946	6.20
1996	265,041	5.70	28,174	6.80
1995	250,747	6.30	26,345	7.00
1994	235,800	5.81	24,624	9.90
1993	222,846	5.21	22,402	12.20
1992	211,810	5.21	19,957	10.50
1991	201,316	7.75	18,065	9.80

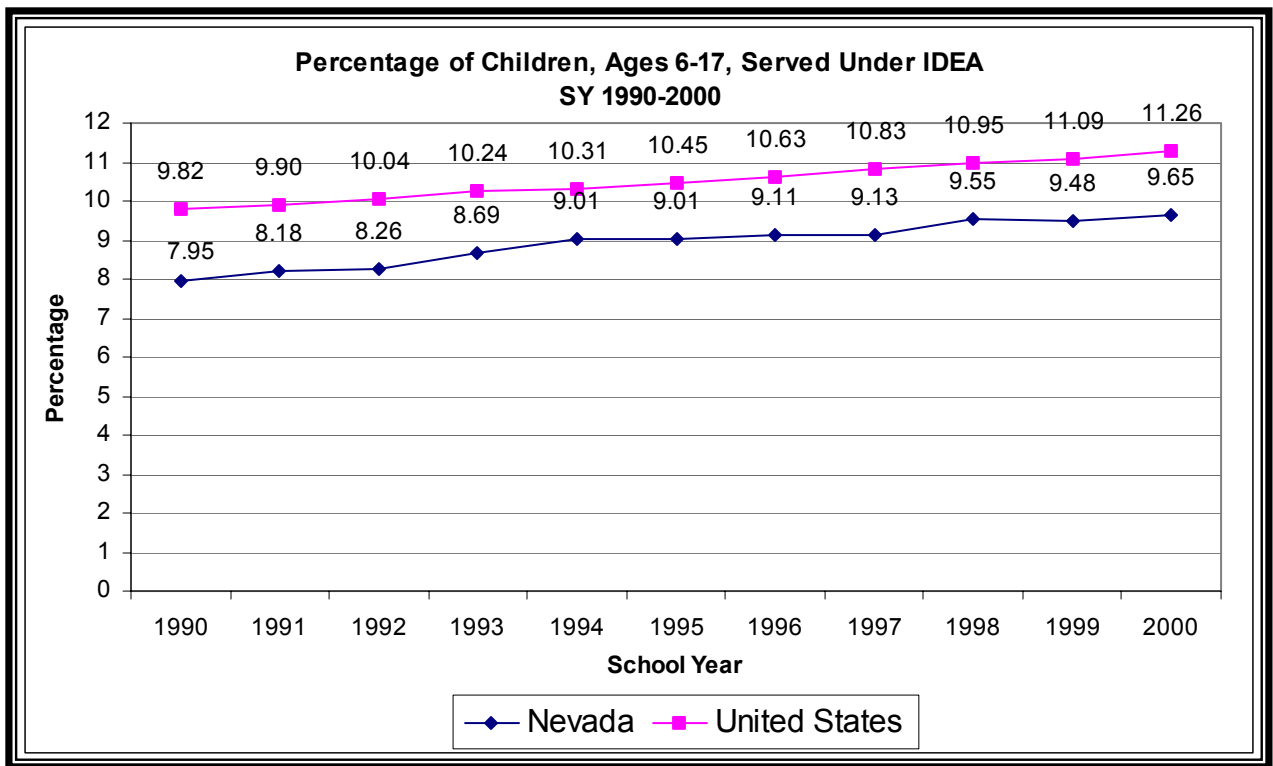
*Includes early childhood special education students

Source: Nevada Department of Education. *Research Bulletin*, March 2002

SPECIAL EDUCATION

IDEA – CHILDREN SERVED

NEVADA PERCENTAGE OF CHILDREN (AGES 6-17) SERVED UNDER IDEA SCHOOL YEARS 1990-2000



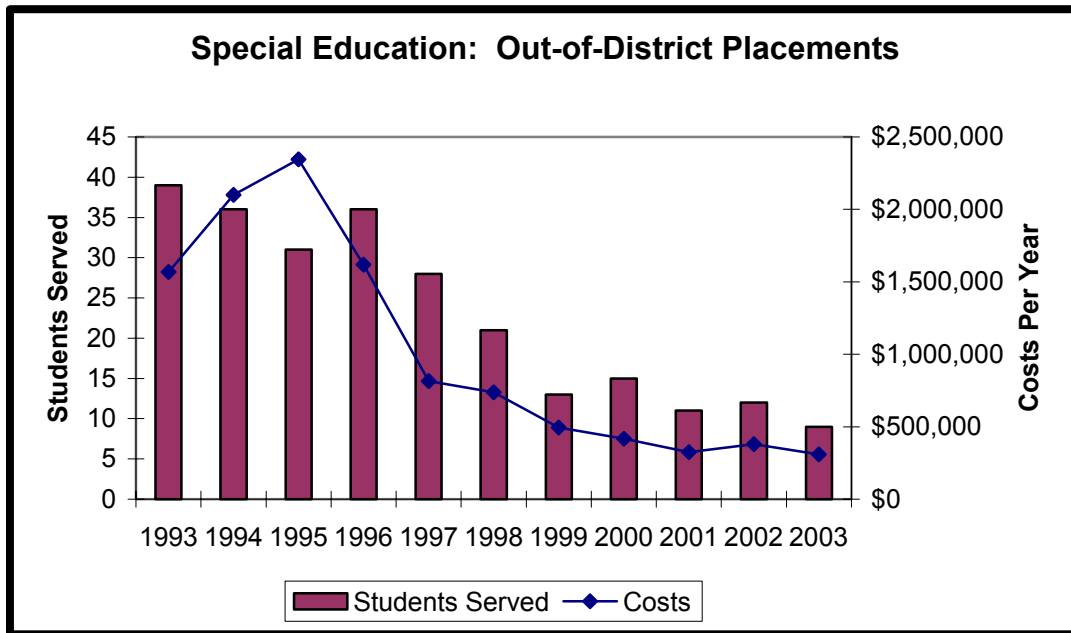
School Year	Nevada	United States
1990	7.95	9.82
1991	8.18	9.90
1992	8.26	10.04
1993	8.69	10.24
1994	9.01	10.31
1995	9.01	10.45
1996	9.11	10.63
1997	9.13	10.83
1998	9.55	10.95
1999	9.48	11.09
2000	9.65	11.26

Source: 23rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (IDEA), May 2002

SPECIAL EDUCATION

FUNDING

Nevada: Special Education – Out-Of-District Placements (Nevada Revised Statutes, Chapter 395)



Fiscal Year	Students Served	Costs
2003	9	\$310,000
2002	12	\$379,582
2001	11	\$325,560
2000	15	\$418,257
1999	13	\$494,989
1998	21	\$737,137
1997	28	\$814,228
1996	36	\$1,618,531
1995	31	\$2,345,885
1994	36	\$2,100,153
1993	39	\$1,568,065

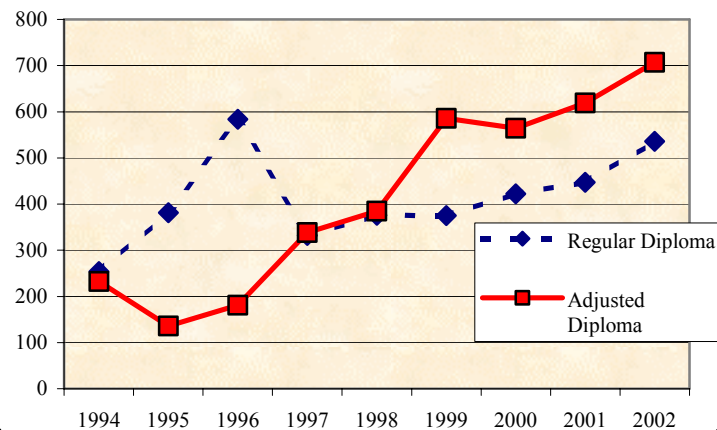
FY 2003 amounts are projections.
Source: Nevada Department of Education

SPECIAL EDUCATION

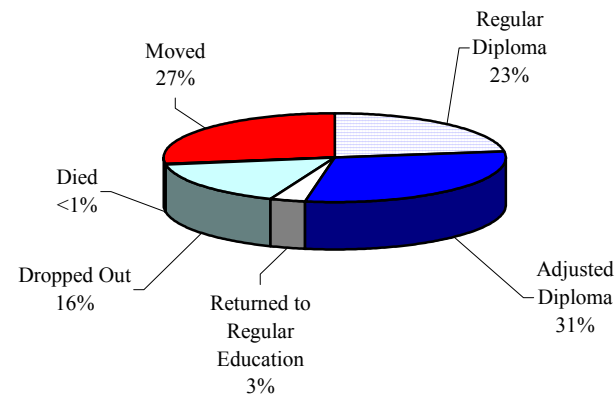
STUDENTS EXITING PROGRAM

NEVADA: NUMBERS AND PERCENTAGES OF STUDENTS WHO EXITED SPECIAL EDUCATION PROGRAMS SCHOOL YEARS 1993-94 TO 2001-02

Special Education: Regular Diplomas Vs. Adjusted Diplomas or Certificates SY 1993-94 to 2000-01



Percentage of Students Exiting Special Education Program By Category SY 2001-02



School Year	Total Students who Exited Special Education (ages 17 -19)	Regular Education Diploma		Adjusted Diploma or Certificate		Returned to Regular Education		Dropped Out (federal definition)		Moved	
		#	%	#	%	#	%	#	%	#	%
1994	698	254	36%	232	33%	14	2%	116	17%	81	12%
1995	768	381	50%	136	18%	15	2%	83	11%	148	19%
1996	1,100	584	53%	181	16%	17	2%	174	16%	141	13%
1997	1,196	332	28%	338	28%	23	2%	201	17%	300	25%
1998	1,062	376	35%	385	36%	28	3%	81	8%	191	18%
1999	1,640	375	23%	586	36%	55	3%	278	17%	342	21%
2000	1,888	422	22%	564	30%	51	3%	382	20%	464	25%
2001	2,225	447	20 %	619	28%	74	3%	418	19%	664	30%
2002	2,357	536	23 %	707	30%	79	3%	385	16%	642	27%

Source: Nevada Department of Education, Office of Special Education, February 2003.

V. REMEDIAL EDUCATION PROGRAMS

BACKGROUND

A component of the Nevada Education Reform Act of 1997 provided, for the first time, specific state funding to assist students in low-performing schools. Although the statewide proficiency program for many decades has required districts to provide such students with remedial assistance, the expectation was that needed funding was provided through the state guarantee for per-pupil funding and was not specifically allocated as a separate appropriation. The provisions of the Nevada Education Reform Act (NERA) provided a method to identify schools needing improvement, a source of state funding to assist them, the identification of effective remedial programs, and technical assistance and continued remedial program funding for those schools with continuing problems. As the new academic standards have been adopted, such funding is becoming more important as districts assist each student with the skills needed to attain those standards. In the process of applying for specific funding sources for the assistance that such schools require, a number of school and district administrators have begun to coordinate all sources of remedial funding as part of an overall school improvement plan. Such plans identify specific problem areas of academic achievement; then establish specific remedies for those problems using available funding in a coordinated manner. The following presents the amount of state and Federal funding made available specifically to schools and school districts for remediation purposes:

Federal Title I Funds

Each school district in Nevada receives a Title I allocation based upon the number of students at poverty level in the district. Upon receipt of the allocation, the district is required to pay all Title I services that are provided throughout the district, including Title I teachers' salaries. Once all district-wide Title I services have been paid, school allocations are made based upon the number of students at poverty level in each school. The data utilized in ranking the schools is contained in the Annual Poverty Count Report (APCR). The Title I appropriation is a per-pupil amount, which is the same for all schools. Once all Title I funds have been exhausted, the remaining schools continue to be Title I eligible, but receive no funding for that year. Each year, all Title I schools are re-ranked according to the APCR and appropriations are made as noted above.

REMEDIAL EDUCATION PROGRAMS

BACKGROUND

Comprehensive School Reform (CSR) Funds

Federal CSR funds were made available to schools for the first time in FY 1998-99. Comprehensive school reform allows teachers, administrators, parents, and policymakers to improve all aspects of a school's operations. It is believed that by addressing curriculum and instruction, teacher training, parental involvement, funding issues, and school management, schools can better improve student learning. Any school may apply for the funds and distribution of funds to schools is on a competitive basis. Pre-applications are reviewed and scored by a panel comprised by the NDE. Schools selected by the review panel then complete a formal application and submit it to the NDE. The same review panel convenes to review the applications and a final selection is made. The CSR funds are then distributed directly to the school sites chosen.

State Remediation Funds For Low-Performing Schools

The Nevada Education Reform Act of 1997 provided remediation funds for low-performing schools. These funds must be used to purchase programs of remedial study that have proven to be successful in improving the academic achievement of pupils in the subject areas of reading, writing, mathematics, and science. Schools must select such programs from Nevada's *List of Effective Remediation Programs*, published annually. During FY 1997-1998, schools that were designated as demonstrating "need for improvement" were eligible for funding (designations are made when more than 40 percent of the pupils enrolled in a school score in the bottom quarter in all four subject areas tested on the state-required norm-referenced examination). During the 1999 Legislative Session, funding was expanded to include certain schools that have been designated as having adequate achievement as follows: (1) a school that did not receive a designation because the school had too few pupils enrolled in a grade level that is tested, but the test scores of the pupils indicate that the school would have received a designation as demonstrating need for improvement; (2) a school that has more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in three of four subjects tested; and (3) a school that was designated as demonstrating "need for improvement" in the immediately preceding school year.

REMEDIAL EDUCATION PROGRAMS

BACKGROUND

During the 2001 Legislative Session, funding was expanded again to include a school that has more than 40 percent of the pupils enrolled in the school with an average score in the bottom quarter in one or more of four subjects tested.

Schools that are eligible for state remediation funds submit an application to the NDE on May 1 of each year. A review committee, which includes representatives of the NDE, the Budget Division of Nevada's Department of Administration, and the Legislative Bureau of Educational Accountability and Program Evaluation of the Fiscal Analysis Division, is convened to examine the requests and make recommendations on the amount of funding needed by each school. Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee. Schools receive remediation funding in July of each year and implement the funded remediation program(s) in the fall.

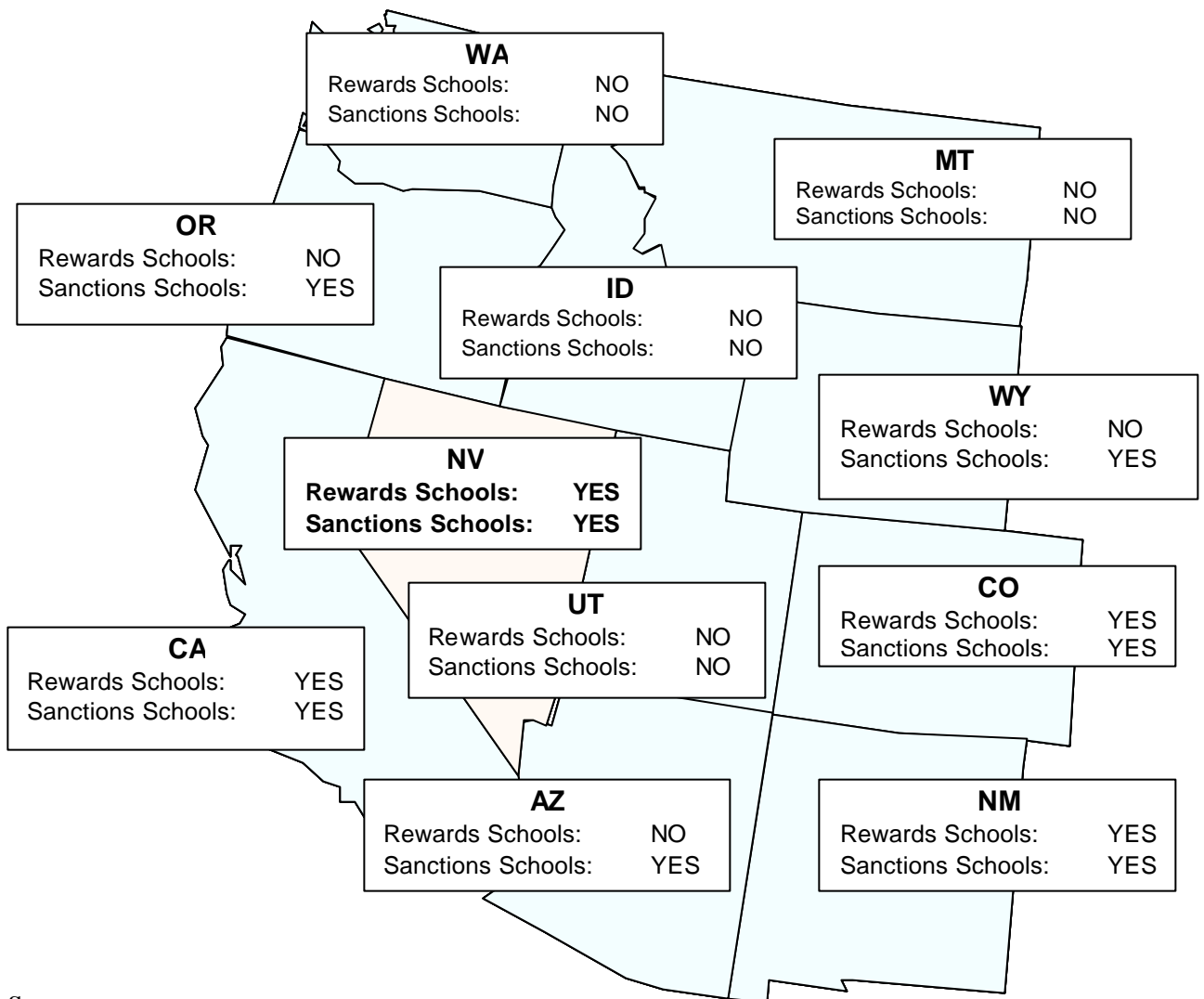
State Remediation Funds for At-Risk Pupils: (Before-School, After-School, Intersession, Summer School)

In addition to authorizing state remediation funds for low-performing schools, the 1999 Legislature authorized, for the first time, remediation funds for remedial education programs or tutoring for pupils who need additional instructional time in order to pass or to reach a level considered proficient. Programs may be targeted to any age group, but must be conducted before or after school, on weekends, during the summer, or between sessions in schools with year-round school calendars. In addition, these funds must be used to provide remedial education programs or tutoring programs that have been approved by the NDE as being effective in improving pupil achievement. Any school district or charter school in the State of Nevada is eligible to apply for state remediation funds for at-risk pupils. A review committee, similar to that convened for school remediation funds, examines the requests and makes recommendations on the amount of funding needed by each school district. Recommendations for funding are reviewed by the State Board of Examiners and approved by the Interim Finance Committee. School districts and charter schools receive remediation funding in July of each year and implement the funded remediation program(s) in the fiscal year in which the funds are received.

REMEDIAL EDUCATION PROGRAMS

REWARDS AND SANCTIONS FOR SCHOOLS

State policymakers are increasingly focusing their attention on holding schools accountable for the performance of their students. Two mechanisms for ensuring such accountability are rewards and sanctions. States reward schools by providing monetary and non-monetary rewards. States also sanction schools; types of sanctions range from a written warning to a state takeover of a school. The following provides information on which of the western states provide rewards and sanctions to schools.

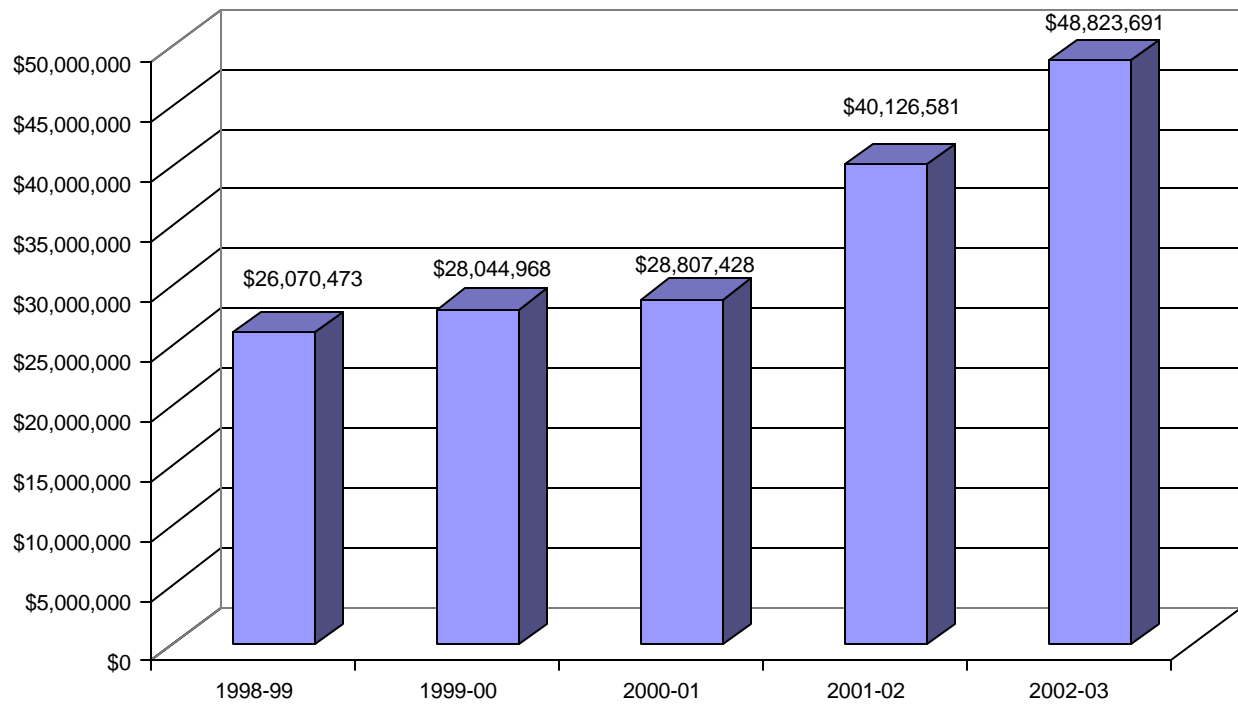


Source:
Education Commission of the States, *Accountability-Rewards & Sanctions*, August 2002

REMEDIAL EDUCATION PROGRAMS

REMEDATION FUNDING

Nevada Public Schools - Remediation Funding: Federal (Title I-Part A and Comprehensive School Reform) and State (Low Performing Schools and At-Risk Pupils) FYs 1999 - 2003

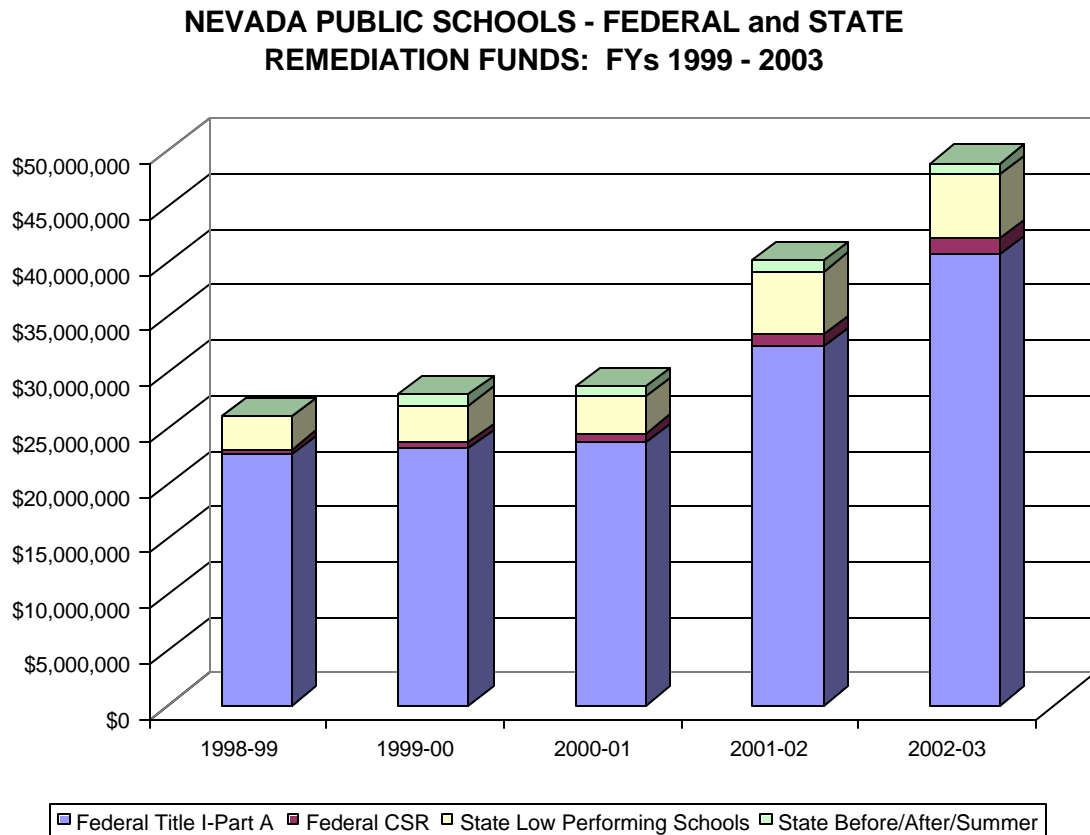


Source: Nevada Department of Education, 2003.



REMEDIAL EDUCATION PROGRAMS

REMEDATION FUND SOURCES

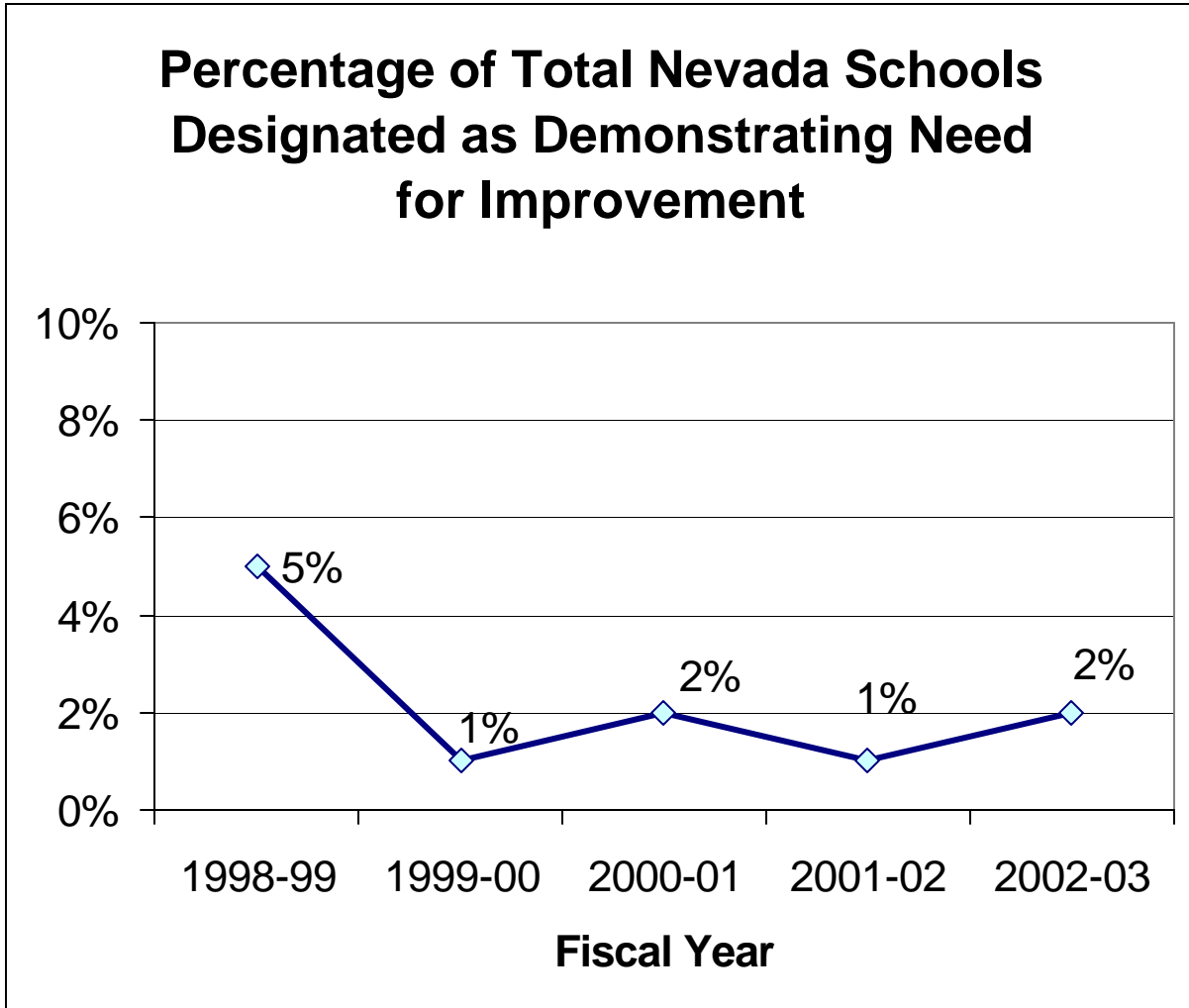


Fiscal Year	Federal Title I	Federal CSRD	State Low Performing Schools	State Before/After/Summer School	Total – All Remediation Funds
1998-99	\$22,570,473	\$500,000	\$3,000,000	NA	\$26,070,473
1999-00	\$23,244,968	\$500,000	\$3,300,000	\$1,000,000	\$28,044,968
2000-01	\$23,707,428	\$800,000	\$3,300,000	\$1,000,000	\$28,807,428
2001-02	\$32,381,713	\$994,868	\$5,750,000	\$1,000,000	\$40,126,581
2002-03	\$40,690,971	\$1,382,720	\$5,750,000	\$1,000,000	\$48,823,691

Source: Nevada Department of Education, 200

REMEDIAL EDUCATION PROGRAMS

SCHOOLS SERVED



Source: Nevada Department of Education, 2002.



REMEDIAL EDUCATION PROGRAMS

SCHOOLS SERVED & SOURCES

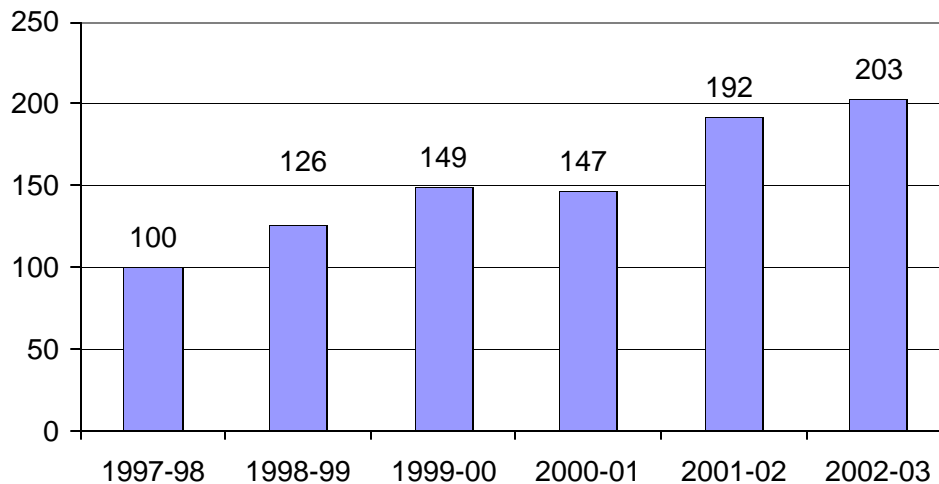
NUMBER OF SCHOOLS SERVED WITH FEDERAL AND STATE REMEDATION FUNDS

Type of Remediation Funding	Amount of Funds/ Number of Schools*	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Title I	Funding	\$22,398,744	\$22,570,473	\$23,244,968	\$23,707,428	\$32,381,713	\$40,690,971
	# Schools	92	95	100	104	103	118
CSRD	Funding	\$500,000	\$500,000	\$800,000	\$800,000	\$994,868	\$1,382,720
	# Schools	8	8	13	13	9	10
State (low-performing schools)	Funding	NA	\$3,000,000	\$3,300,000	\$3,300,000	\$5,750,000	\$5,750,000
	# Schools	NA	23	36	30	80	75
TOTAL	Funding	\$22,898,744	\$26,070,473	\$27,344,968	\$27,807,428	\$39,126,581	\$47,823,691
	# Schools	100	126	149	147	192	203

*NOTE: The number of schools receiving remediation funds is not an unduplicated count; some schools receive funding from two or more remediation sources.

Source: Nevada Department of Education, 2002.

Number of Schools Served with Federal and State Remediation Funds



REMEDIAL EDUCATION PROGRAMS

SCHOOLS DESIGNATED

NEVADA PUBLIC SCHOOLS: DESIGNATIONS OF ACADEMIC ACHIEVEMENT (FISCAL YEARS 1999 – 2003)

FISCAL YEAR	EXEMPLARY	HIGH	ADEQUATE	IN NEED OF IMPROVEMENT
2002-03	3	6	502	10**
2001-02	5	7	487	7
2000-01	2	8	465	10
1999-00	NA	2	463	6*
1998-99	NA	2	427	23

* Includes one school that had too few students to be officially designated.

** Includes one school that tested too few pupils for two or more consecutive years (NRS 385.368)

NEVADA LOW PERFORMING SCHOOLS

	In Need of Improvement (40% or More Students Scoring in the Bottom Quarter in all Four Subject Areas)					Bubble Schools (40% or More Students Scoring in the Bottom Quarter in Three of Four Subject Areas)				
School Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Number of Schools	23	6*	10	7	10**	NA	16	17	11	23

* Includes one school that had too few students to be officially designated.

** Includes one school that tested too few pupils for two or more consecutive years (NRS 385.368)

Source: Nevada Department of Education



REMEDIAL EDUCATION PROGRAMS

PERFORMANCE-SCHOOLS NEEDING IMPROVEMENT

PERFORMANCE BY SCHOOLS DESIGNATED AS DEMONSTRATING NEED FOR IMPROVEMENT IN SCHOOL YEAR 1998-03

SCHOOLS	DESIGNATION STATUS				
	1998-99	1999-00	2000-01	2001-02	2002-03
E.C. Best Elementary (Churchill)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Western High School (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Cashman Middle School (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Martin Middle School (Clark)	In Need of Improvement	Adequate	In Need of Improvement	In Need of Improvement	Adequate
Smith Middle School (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Booker Elementary (Clark)	In Need of Improvement	In Need of Improvement	Adequate	Adequate	Adequate
Bracken Elementary (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Cambeiro Elementary (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Fitzgerald Elementary (Clark)	In Need of Improvement	In Need of Improvement	In Need of Improvement	In Need of Improvement	Adequate
Lynch Elementary (Clark)	In Need of Improvement	Adequate	Adequate	In Need of Improvement	In Need of Improvement
Madison Elementary (Clark)	In Need of Improvement	In Need of Improvement	In Need of Improvement	Adequate	Adequate
Sunrise Acres Elem. (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Thomas Elementary (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Woolley Elementary (Clark)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Owyhee Elementary (Elko)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Booth Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Corbett Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Duncan Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Johnson Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	In Need of Improvement
Loder Elementary (Washoe)	In Need of Improvement	Adequate	In Need of Improvement	Adequate	Adequate
Mathews Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Palmer Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
Risley Elementary (Washoe)	In Need of Improvement	Adequate	Adequate	Adequate	Adequate
TOTAL (In Need of Improvement)	23	3	4	3	2

Source: Nevada Department of Education

REMEDIAL EDUCATION PROGRAMS

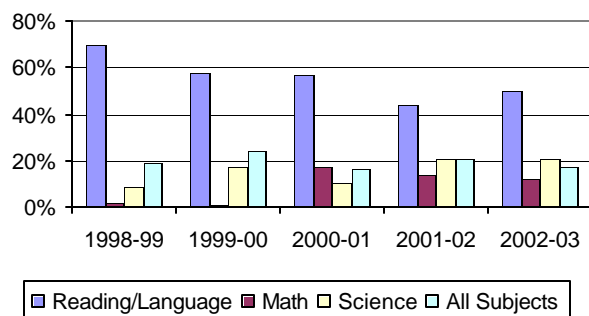
REMEDATION FUNDING METHODS

Efforts Taken By Staff Of Low-Performing Schools To Increase Student Achievement

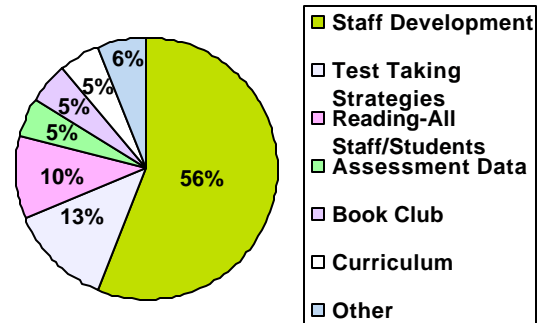
Most Frequent Responses
(n = 42 schools; 83 responses)

- ?? Implementation of an Effective Remediation Program (100%)
- ?? Staff Development for Teachers in Improving Instructional Practices (56%; n = 47)
- ?? Test Taking Strategies were Taught to Students (13%; n = 11)
- ?? Implemented Reading for All Staff/Students (10%; n= 8)
- ?? Change in Curriculum (5%; n = 4)
- ?? Utilized Assessment Data to Determine Strengths and Weaknesses of Students (5%; n = 4)
- ?? Implemented Book Club (5%; n=4)
- ?? Other (6%; n = 5)

State Remediation Funds By Subject Area



Other Efforts to Increase Student Achievement



Source: Survey of Low-Performing Schools, 2002. LeBEAPE.

VI. CLASS-SIZE REDUCTION PROGRAM

BACKGROUND

A key reform initiative for the past decade is Nevada's program to reduce pupil-to-teacher ratios, commonly known as the Class-Size Reduction Program. Following a review of the topic by a 1988 interim legislative study, the 1989 Nevada Legislature enacted the Class-Size Reduction Act (Assembly Bill 964, Chapter 864, *Statutes of Nevada 1989*). The measure was designed to reduce the pupil-to-teacher ratio in the public schools, particularly in the earliest grades and in classrooms where the core curriculum is taught.

The program was scheduled to proceed in several phases. The first step reduced the ratio in selected kindergartens and 1st grade for the 1990-1991 school year. The following phase was designed to improve 2nd grade ratios, followed by 3rd grade reductions and broadening kindergarten assistance. The 1991 Legislature made funds available for the 1991-1992 school year to reduce the ratios in 1st and 2nd grades and selected kindergartens to the 16 to 1 ratio. Due to budget shortfalls late in 1991 and continuing state fiscal needs, the 3rd grade phase was delayed until the 1996-1997 fiscal year when partial funding was provided at a 19 to 1 ratio. Those funding formulas continued through the 1999-2001 biennium.

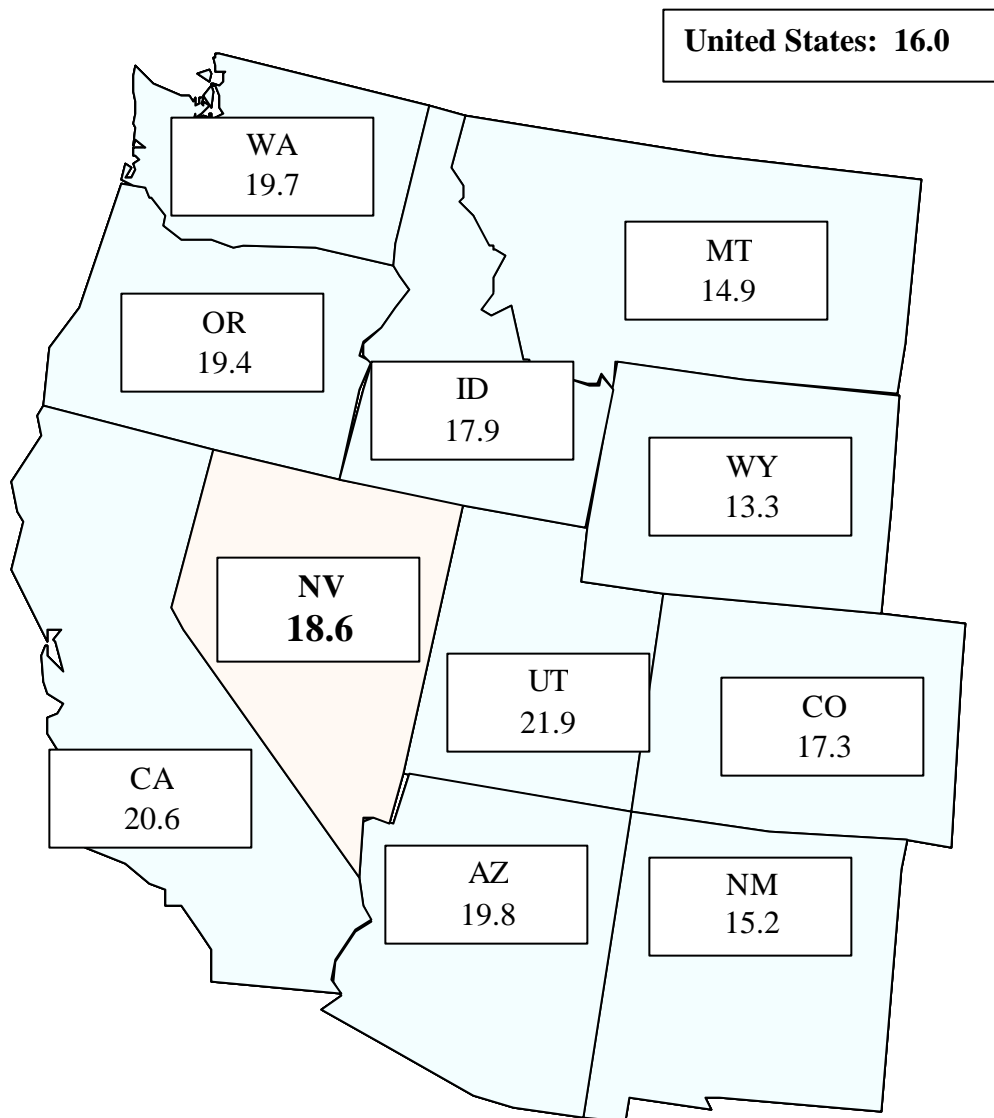
After achieving the target ratio of 15 pupils to 1 teacher in the primary grades, the original program proposed that the pupil-to-teacher ratio be reduced to 22 pupils per class in grades 4, 5, and 6, followed by a reduction to no more than 25 pupils per class in grades 7 to 12. With the exception of a pilot program in Elko County, only the primary grades (K-3) have been addressed.



CLASS-SIZE REDUCTION PROGRAM

PUPIL-TEACHER RATIOS

PUPIL-TEACHER RATIO FOR GRADES PRE-KINDERGARTEN THROUGH 12, SCHOOL YEAR 2000-2001 NEVADA AND WESTERN STATES



Source: NCES, *Education Statistics Quarterly* "Early Estimates: SY 2001-2002."

CLASS-SIZE REDUCTION PROGRAM

STATEWIDE PUPIL-TEACHER RATIOS

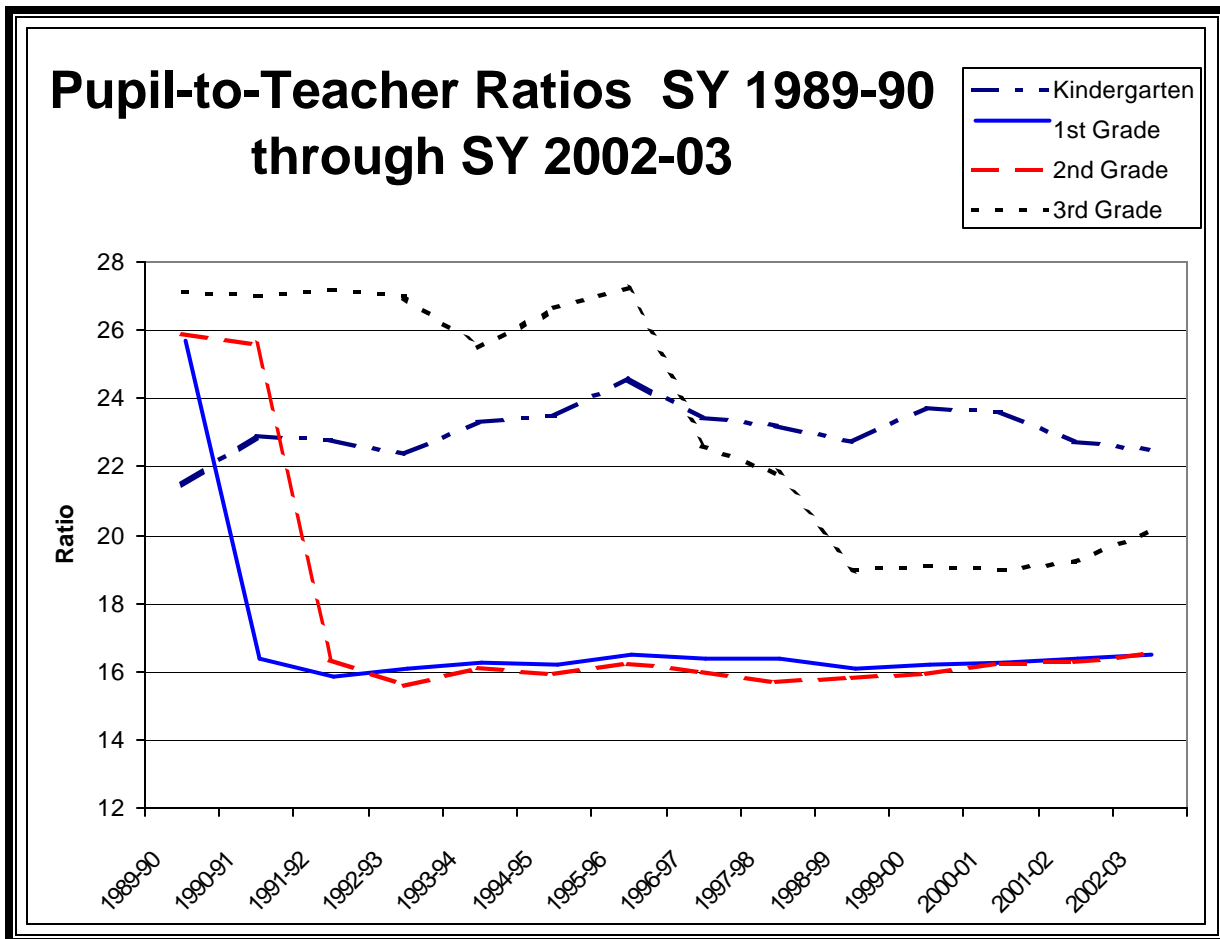
STATEWIDE PUPIL-TEACHER RATIOS FISCAL YEARS 1998 - 2003									
Grade	FY 1998-1999	FY 1999-2000*	Difference FY 1999 & FY 2000	FY 2000-2001	Difference FY 2000 & FY2001	FY 2001-2002	Difference FY 2001 & FY2002	FY 2002-2003	Difference FY 2002 & FY2003
KINDER - GARTEN	22.7	23.7	1.0	23.6	(0.1)	23.7	0.1	22.5	(1.2)
FIRST GRADE	15.8	15.9	0.1	16.0	0.1	16.1	0.1	16.2	0.1
SECOND GRADE	15.8	15.9	0.1	16.2	0.3	16.3	0.1	16.5	0.2
THIRD GRADE	19.0	19.1	0.1	19.0	(0.1)	19.2	0.2	20.1	0.9
Note: Elko County School District's pupil-teacher ratios are not included in the statewide ratios shown in this table. Source: Fiscal Analysis Division, Legislative Counsel Bureau, from School District Reports to the Nevada Department of Education, December 2002.									

PUPIL-TEACHER RATIOS FOR SCHOOL YEAR 2002-2003 BY GRADE FOR NEVADA AND SCHOOL DISTRICTS				
School District	Kindergarten	First	Second	Third
Carson City	22.9	15.6	15.1	19.2
Churchill	20.4	16.5	16.7	18.1
Clark	23.8	16.5	16.7	21.0
Douglas	23.9	15.6	16.0	19.0
Elko *				
Esmeralda	2.0	6.0	8.0	10.0
Eureka	9.5	8.5	8.5	10.5
Humboldt	18.6	13.4	13.9	17.2
Lander	15.5	17.2	14.4	18.3
Lincoln	12.0	11.4	14.2	12.6
Lyon	20.3	16.4	17.0	18.1
Mineral	11.8	15.0	16.3	14.5
Nye	16.6	15.5	16.3	18.9
Pershing	18.3	11.8	15.3	17.3
Storey	8.4	13.0	13.1	14.3
Washoe	19.7	15.4	16.4	18.0
White Pine	17.7	18.4	16.8	17.4
STATE	22.5	16.2	16.5	20.1
Note: Elko's Demonstration Program allows the district to establish ratios of 22:1 in grades 1 through 6.				

CLASS-SIZE REDUCTION PROGRAM

CSR—RATIOS GRADES K-3

GRADE	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Kindergarten	21.5	22.9	22.8	22.4	23.3	23.5	24.6	23.4	23.2	22.7	23.7	23.6	22.7	22.5
1st Grade	25.4	16.11	15.6	15.8	16	15.9	16.2	16.1	16.1	15.8	15.9	16.0	16.1	16.2
2nd Grade	25.9	25.6	16.32	15.6	16.1	15.9	16.2	16	15.7	15.8	15.9	16.2	16.3	16.5
3rd Grade	27.1	27	27.2	27.03	25.5	26.63	27.23	22.6	21.8	19	19.1	19.0	19.2	20.1



Source: Nevada Department of Education, 2002.

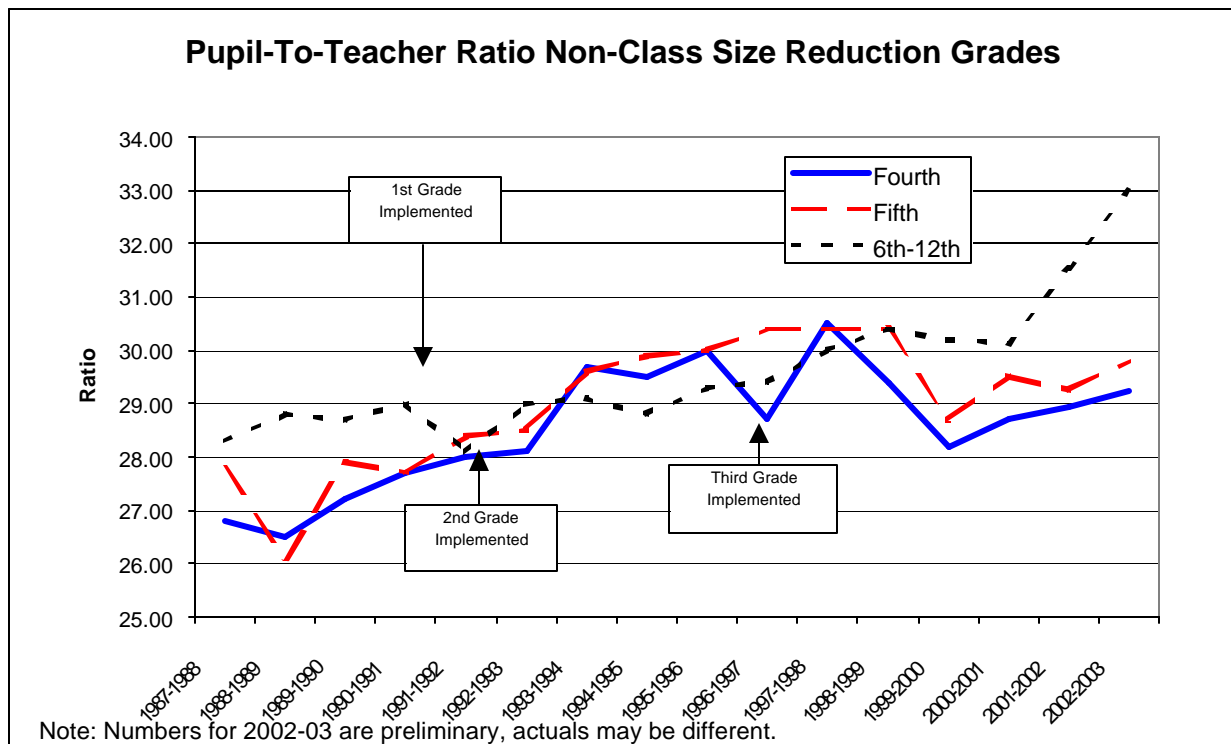
CLASS-SIZE REDUCTION PROGRAM

CSR—RATIOS GRADES 4–12

Nevada Pupil-to-Teacher Ratio Grades 4 Through 12 SY 1987-88 Through 2002-03

GRADE	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Fourth	26.8	26.5	27.2	27.7	28	28.1	29.7	29.5	30	28.7	30.5	29.4	28.2	28.7	29.0	29.2
Fifth	27.8	26.1	27.9	27.7	28.4	28.5	29.6	29.9	30	30.4	30.4	30.4	28.7	29.5	29.3	29.8
6th-12th	28.3	28.8	28.7	29	28.1	29	29.1	28.8	29.3	29.4	30	30.4	30.2	30.1	31.6	33.0

Source: Nevada Department of Education, 2003.



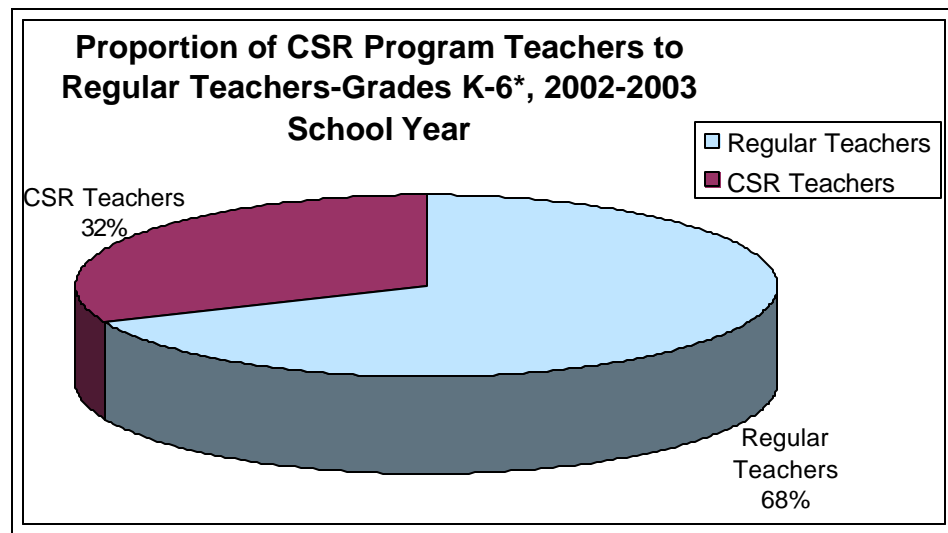
Source: Nevada Department of Education, 2003.

CLASS-SIZE REDUCTION PROGRAM

CSR TEACHERS

NUMBER OF CLASS SIZE REDUCTION TEACHERS (FTEs) HIRED FOR SCHOOL YEAR 2002-2003 – BY GRADE, FOR NEVADA AND SCHOOL DISTRICTS				
School District	Kindergarten	First	Second	Third
Carson City	1.0	20.0	16.0	9.0
Churchill	0.50	7.5	8.0	3.0
Clark	11.0	514.0	543.0	265.0
Douglas	.50	5.0	2.0	5.0
Elko *				
Esmeralda	0	0	0	0
Eureka	0	0	0	0
Humboldt	0	6.0	4.0	4.0
Lander	.25	1.5	1.0	.50
Lincoln	0	1.0	1.0	0
Lyon	.50	8.0	9.0	7.25
Mineral	1.0	0	2.0	.50
Nye	.50	5.75	7.5	3.0
Pershing	.25	1.0	1.0	1.0
Storey	0	1.0	1.0	1.0
Washoe	5.0	113.0	89.0	75.0
White Pine	1.0	2.25	2.0	1.0
STATE	21.5	686	686.5	375.25

Note: Elko's Demonstration Program allows the district to establish pupil-teacher ratios of 22:1 in grades K through 6. Additional Elko teachers: K-1; 1st-7.5; 2nd-8.5; 3rd-12.0; 4th-9.5; 5th-9.5; 6th-7.75 = 55.75 additional CSR teachers in grades K-6.



Source: Legislative Counsel Bureau, Fiscal Analysis Division, 2002-2003.

CLASS-SIZE REDUCTION PROGRAM

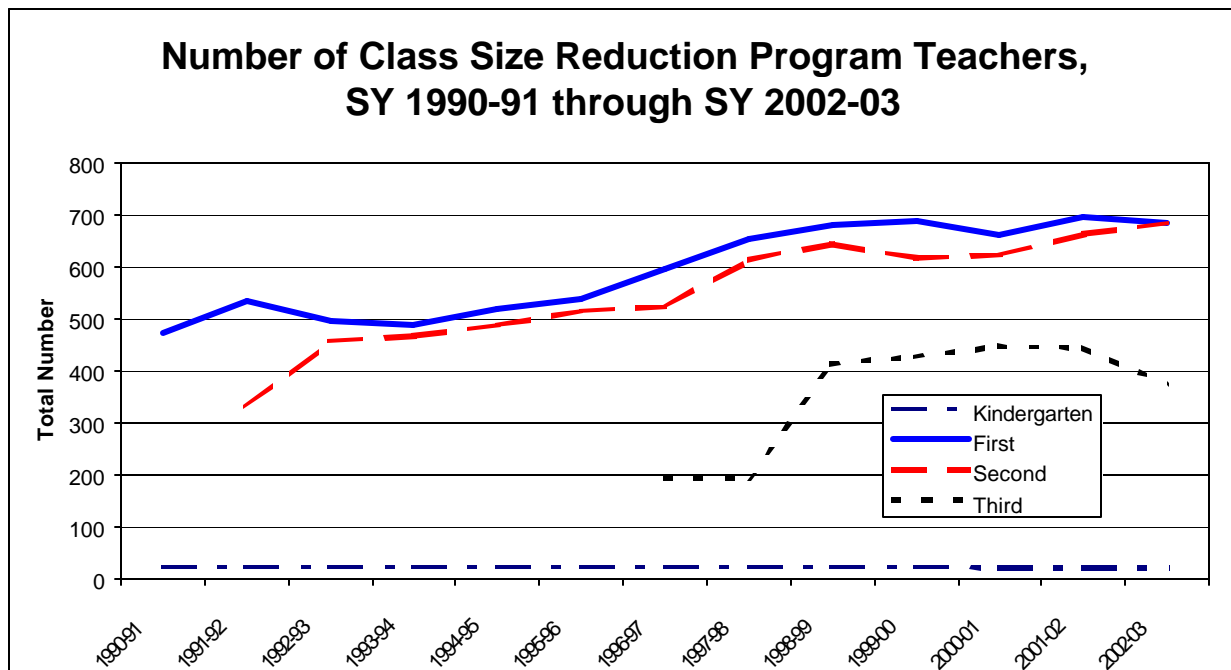
CSR TEACHERS

**NUMBER OF CSR PROGRAM TEACHERS HIRED
BY GRADE, BY SCHOOL YEAR (1990-91 TO 2002-03)**

Grade	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Kindergarten	23	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	23.5	22.5	21.75	21.5
First	475.5	534.5	498.5	489.5	521.5	539.5	599	653.3	681.3	690.8	663.0	697.0	686
Second	0	332.5	458.5	468	489	517	524.5	615.8	644.8	617.8	625	664.5	686.5
Third						0	195	194.3	415.3	428.8	448.5	445.25	375.25

In the current fiscal year, Nevada employs 1,825 CSR teachers, including those hired for the Elko Demonstration Project. The growth in the numbers of these teachers reflected on these charts is a function of student growth in existing CSR grades, plus the addition of other grades as the program was phased in.

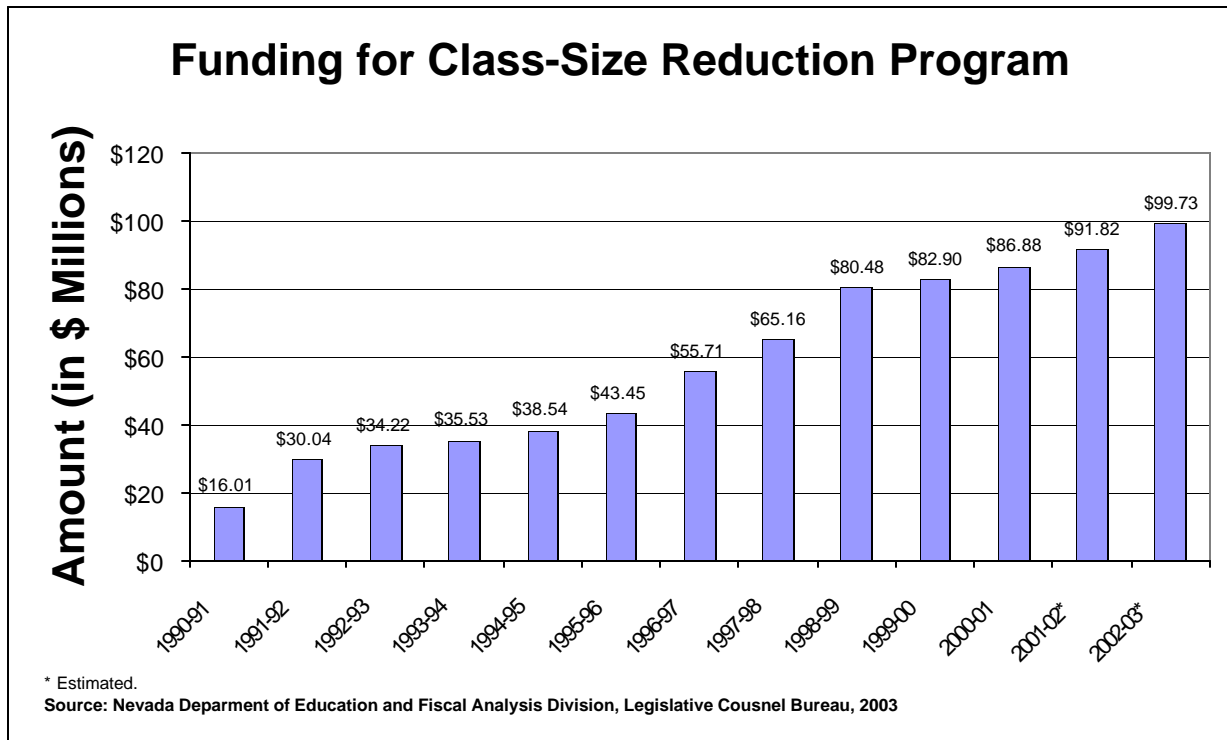
Source: Nevada Department of Education and Legislative Counsel Bureau, Fiscal Analysis Division, 2003.



Note: The actual funding allocation for Nevada's CSR Program is calculated by projecting student growth, figuring in the number of teachers districts would have hired to keep pace with that growth under the old ratios, then calculating the number of additional teachers needed to reduce the pupil-to-teacher ratio to the funded level (currently 16 to 1 for grades 1 and 2; 19 to 1 for grade 3). The CSR appropriations bill typically specifies the number of teachers to be hired, by grade. The measure also specifies the amount of the appropriation, by grade, based upon that estimated number of teachers multiplied by actual average of new hire salaries and benefits.

CLASS-SIZE REDUCTION PROGRAM

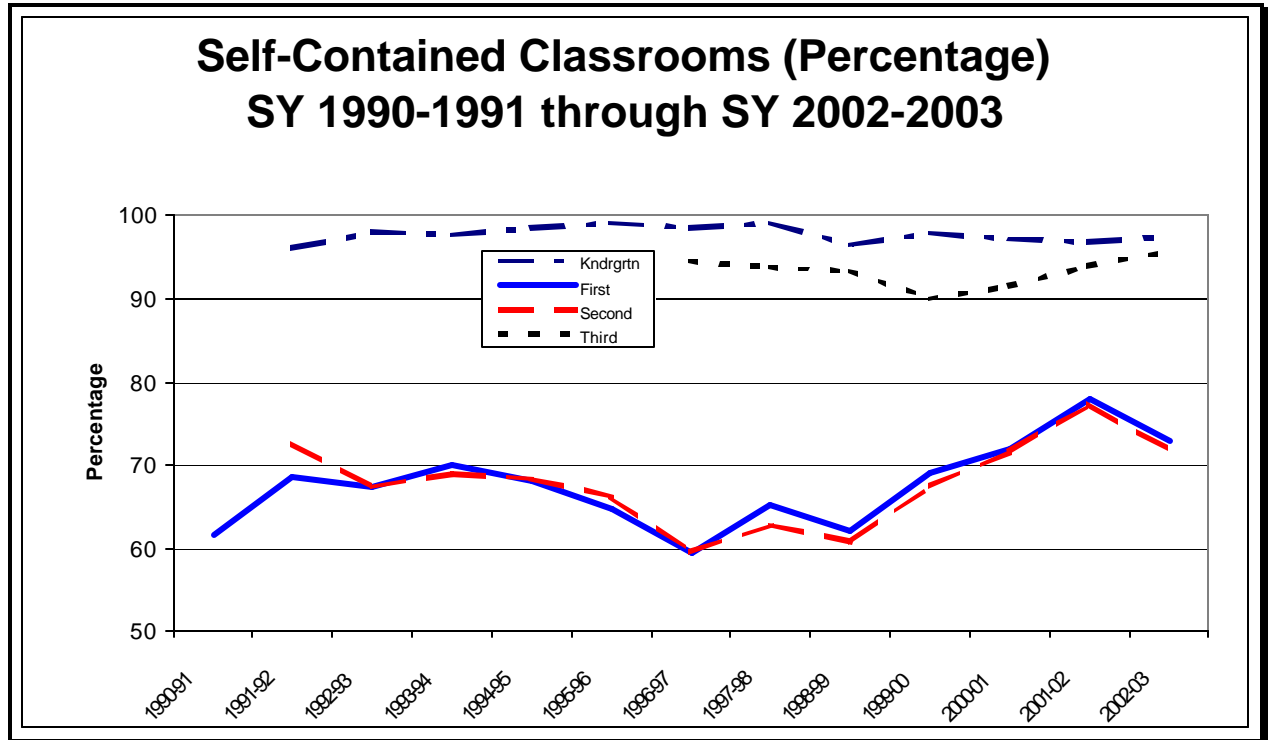
CSR EXPENDITURES



Note: By the end of the 2002-2003 Fiscal Year, Nevada will have expended approximately \$673.5 million for the direct costs of funding the CSR Program, excluding any local capital expenditures or other local costs.

CLASS-SIZE REDUCTION PROGRAM

CSR—CLASSROOM CONFIGURATION



Sources: Class Size Reduction Reports, Nevada Department of Education and Legislative Counsel Bureau Fiscal Analysis Division, 2003.

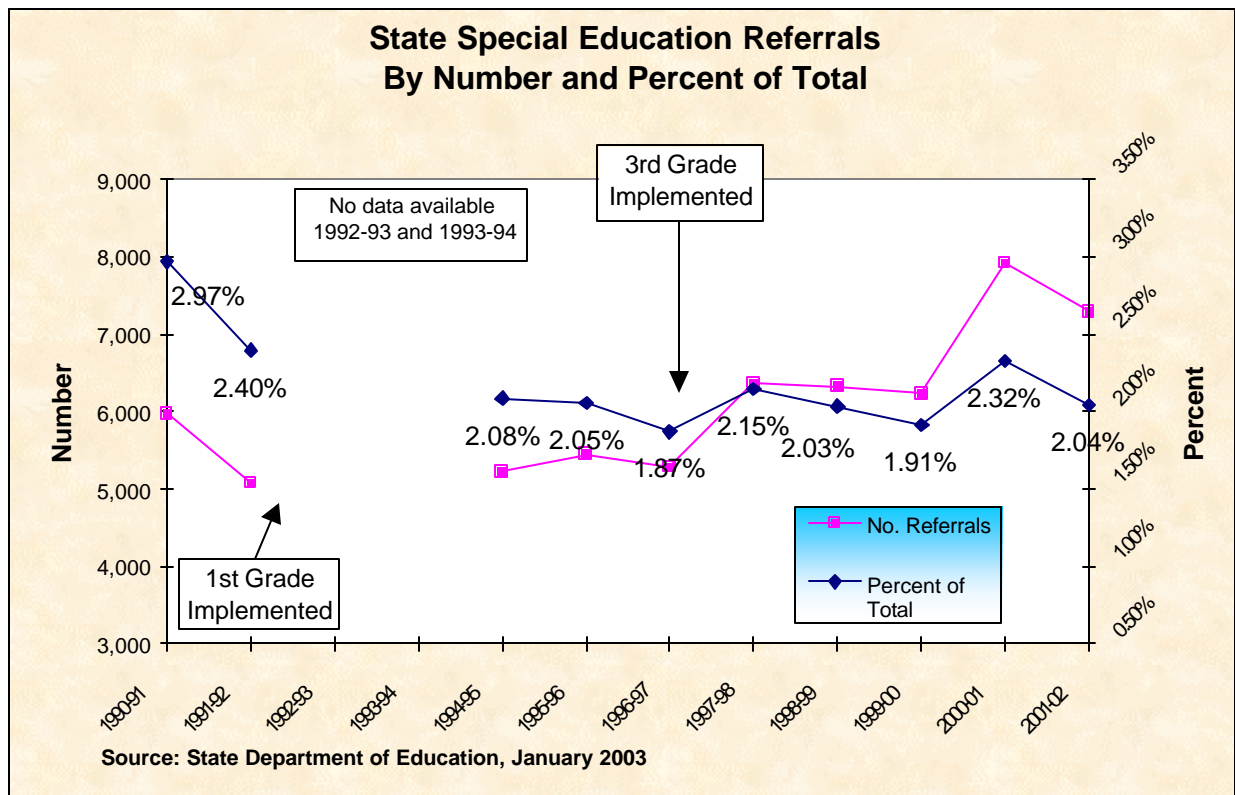
The table below lists the percentage of “self-contained” Kindergarten 1st, 2nd, and 3rd grade classrooms, where one teacher is alone in the room with the students.

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Kindergarten		96.1%	98%	97.7%	98.5%	99.1%	98.5%	99.1%	96.5%	97.9%	97.2%	96.8%	97.5%
First	61.5%	68.7%	67.3%	70%	68.2%	64.7%	59.4%	65.2%	62.2%	69.1%	72%	78%	72.9%
Second		72.6%	67.4%	69%	68.4%	66.2%	59.6%	62.8%	60.8%	67.5%	71.6%	77.3%	71.8%
Third							94.5%	93.8%	93.3%	90%	91.5%	94%	95.7%

CLASS-SIZE REDUCTION PROGRAM

CSR—SPECIAL EDUCATION REFERRALS

The following table displays the total statewide special education referrals for all ages and grades:



Note: The data is not separated by grade or by whether the pupil was part of a federal program to identify children with disabilities beginning at ages 3 and 4.

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM

ELKO COUNTY SCHOOL DISTRICT DEMONSTRATION PROJECT ON CLASS-SIZE REDUCTION – CATEGORIES OF CLASSROOM OBSERVATION

CATEGORIES	DESCRIPTION
INDIVIDUALIZATION IN TEACHING <ul style="list-style-type: none"> Teacher Monitoring Teacher Grouping Teacher Choice Teacher Help Teacher Whole Class Teacher All Children 	<ul style="list-style-type: none"> Teacher moves about room to check on students' work. Teacher divides class into subgroups. Teacher permits students to create own learning activities. Teacher offers feedback, critique, assistance, etc. Teacher provides whole class instruction. Teacher enables <u>all</u> children to participate in an activity.
STUDENT ENGAGEMENT <ul style="list-style-type: none"> Student Listening Student Practicing Student Responding Student Gaming Student Manipulating Student Creating Student Dialoguing Student Problem-Solving Student Reporting Student Reflecting Student Initiating Student On-Task 	<ul style="list-style-type: none"> Students listen to teacher direction, lectures, explanations, etc. Students work at their seats to complete exercises, worksheets, etc. Students respond orally to teacher questions, follow directions, etc. Students play educational games, role-play, sing, etc. Students manipulate blocks, markers, objects, etc. Students draw, paint, work on projects, etc. Students engage in discussion with other students and/or teacher. Students engage in investigation, inquiry, drawing conclusions, etc. Students share, present, report on accomplishments, ideas, etc. Students evaluate their knowledge and skill based on teacher critique. Students volunteer own ideas, perceptions, understanding, etc. Students on-task with classroom assignment.
MANAGEMENT OF STUDENTS <ul style="list-style-type: none"> Teacher Movement Teacher Praise Teacher Disruptions Teacher Reproof Teacher Remind Teacher Warmths Teacher Cools Teacher Peer Teacher Permits 	<ul style="list-style-type: none"> Teacher moves about and interacts with students. Teacher gives oral praise, stickers, etc. for academic achievement. Teacher addresses disruptions. Teacher gives oral reproof, isolates a student, etc. for behavior. Teacher reminds students of class rules, procedures, etc. Teacher personalizes learning by sharing own experiences, jokes, etc. Teacher turns students off to learning by ignoring students, sarcasm. Teacher allows students to develop socialization skills in problem solving. Teacher permits students to make choices re: behavior (water, bathroom, etc.).

Source: Elko County School District Demonstration Program Evaluation, Preliminary Results, 2001.

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM

COMPARISONS OF CLASSROOM BEHAVIOR OF TEACHERS IN CLASSROOM OBSERVATIONS – MARCH 2000 COMPARED WITH DECEMBER 2001 (Scale Scores out of Possible 5)				
Grades	Types of Classrooms	Individualization in Teaching	Student Engagement	Management of Students
Grades 1 - 2	School Year 1999-2000 Observations n = 16	4.19	3.56	2.94
	School Year 2000-2001 Observations n = 21	3.96	3.81	3.02
Grades 3 - 6	School Year 1999-2000 Observations n = 12	3.92	3.42	2.58
	School Year 2000-2001 Observations n = 28	3.96	3.67	2.79

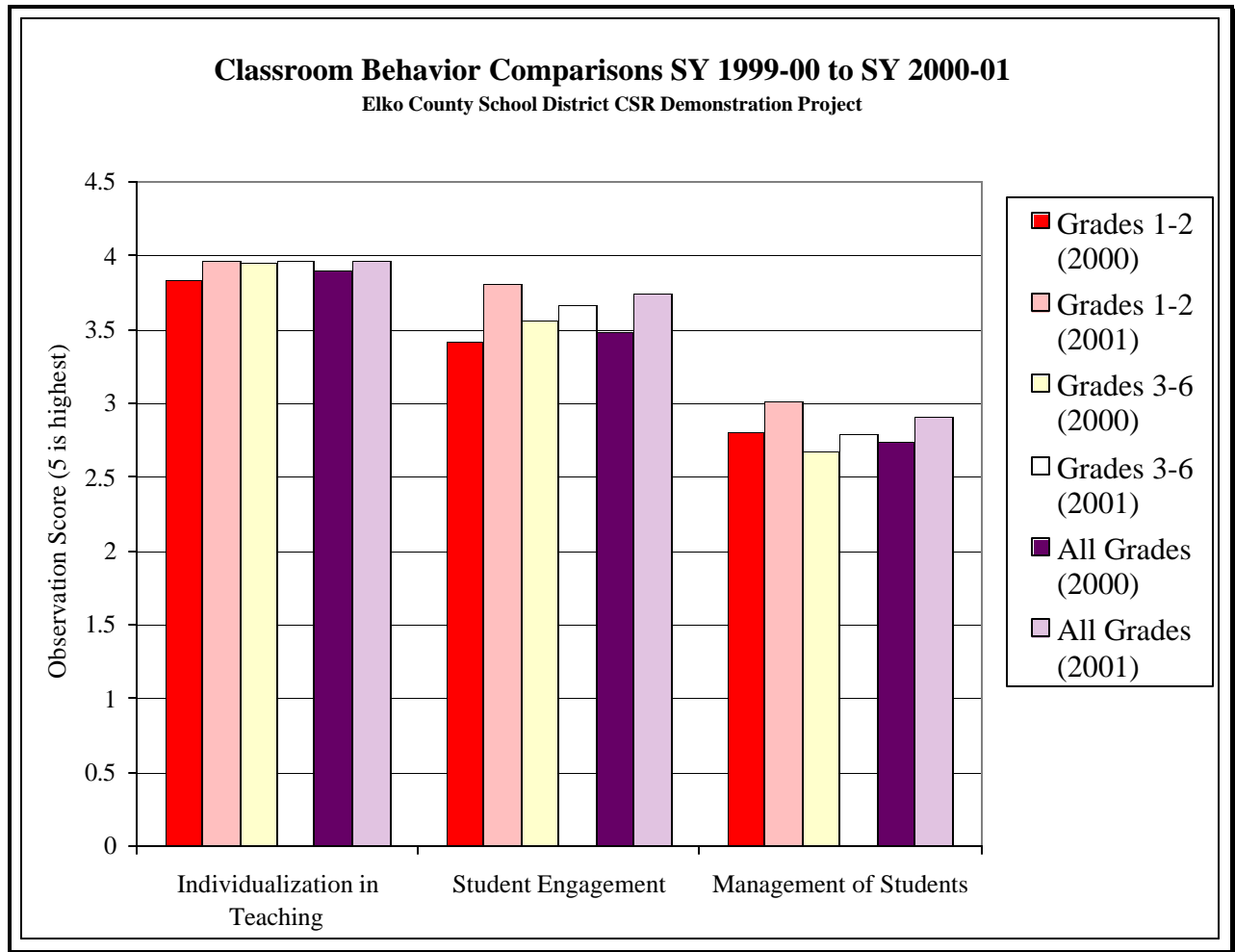
Source: Great Basin College. *Report on the Elko County School District Class Size Reduction 22:1 Demonstration Project*, January 2003.

Scale for Scoring

- 1 = Never Observed
- 2 = Seldom Observed
- 3 = Sometimes Observed
- 4 = Often Observed
- 5 = Constantly Observed

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM



Source: Great Basin College. *Report on the Elko County School District Class Size Reduction 22:1 Demonstration Project*, January 2003.

CLASS-SIZE REDUCTION PROGRAM

ELKO DEMONSTRATION PROGRAM—*TERRANOVA* TEST RESULTS

TERRANOVA TESTING RESULTS FOR SCHOOLS IN ELKO COUNTY SCHOOL DISTRICT FOR SCHOOLS IMPLEMENTING CSR AT 22:1 DURING SCHOOL YEAR 1999-2000 VS. SCHOOL YEAR 2000-2001

	SCIENCE		READING		LANGUAGE		MATH	
	Implemented SY1999-00	Implemented SY2000-01	Implemented SY1999-00	Implemented SY2000-01	Implemented SY1999-00	Implemented SY2000-01	Implemented SY1999-00	Implemented SY2000-01
Grade 2								
Oct. '01	43	49	47	55	53	65	50	53
Oct. '00	45	51	50	52	52	57	50	51
Oct. '99	42	52	45	55	49	58	41	52
Grade 3								
Oct. '01	46	50	50	59	52	60	47	48
Oct. '00	45	53	44	54	45	54	43	49
Oct. '99	51	55	50	64	53	57	47	46
Grade 4								
Oct. '01	44	57	41	55	42	59	43	51
Oct. '00	52	54	51	54	53	56	49	51
Oct. '99	46	56	45	57	51	59	43	49
Grade 5								
Oct. '01	48	59	44	57	48	61	44	46
Oct. '00	50	54	49	55	51	57	46	48
Oct. '99	52	53	49	55	50	57	44	45
Grade 6								
Oct. '01	46	60	43	59	50	65	48	59
Oct. '00	54	51	50	50	55	53	55	51
Oct. '99	52	50	51	49	55	53	50	51

Shading indicates score for year CSR 22:1 ratio started.

Source: Great Basin College. *Report on the Elko County School District Class Size Reduction 22:1 Demonstration Project*, January 2003.

VII. DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

BACKGROUND

For the past three decades a primary focus of the state and many local governments has been the impact of Nevada’s explosive growth. The effect of this growth upon government services has been significant, and the impact of student growth upon public schools is an important part of that overall picture. From 1970 to 2000, Nevada’s school age population has grown by 188 percent, leading the western states and the nation.

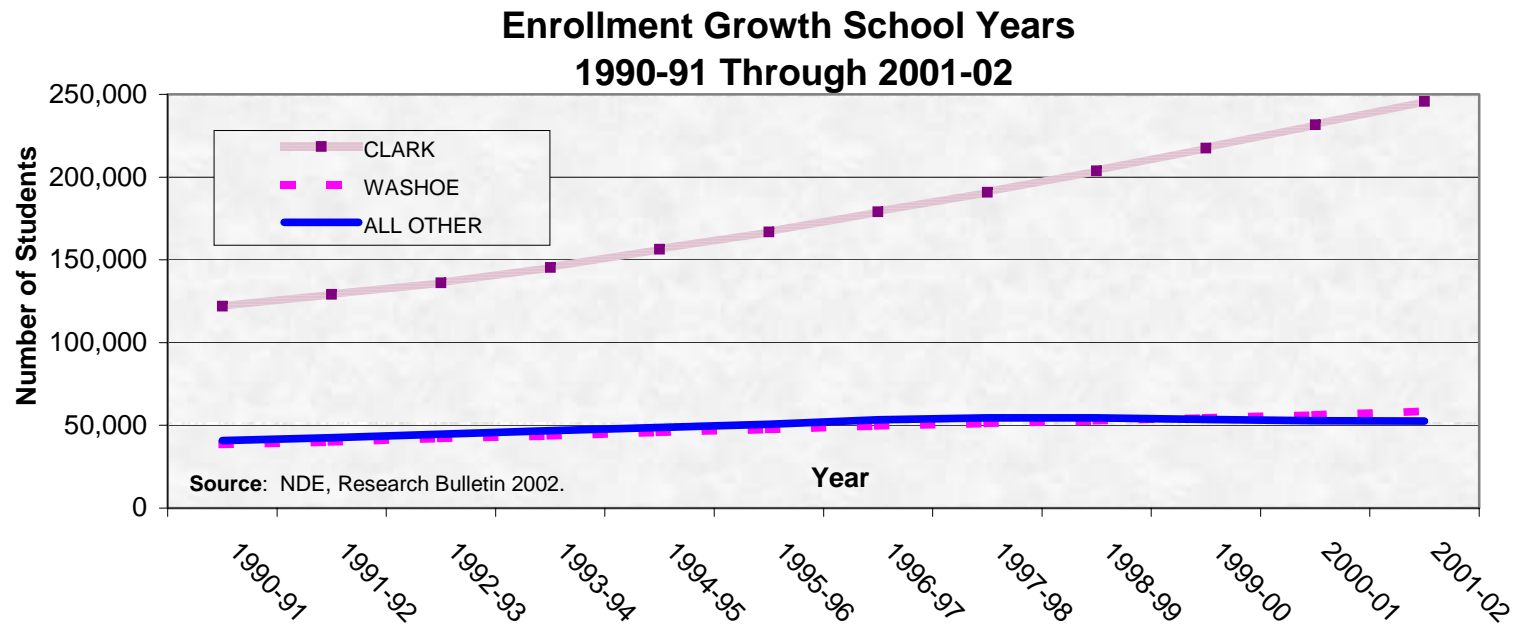
For the past 15 years, growth in student enrollment in Nevada public schools has averaged about 5 to 7 percent a year, nearly four times the national average. Of the Western states, only Arizona has experienced similar growth. Most of this increase is fueled by the two largest school districts, Clark and Washoe, with Clark outpacing most of the districts nationwide. Part of that growth involves an increase in ethnic minority student populations. The number of students classified as English Language Learners has increased over 500 percent in the last ten years. Approximately 90 percent of Nevada’s limited English proficient students are identified as Hispanic.

The National Center for Education Statistics (NCES) has issued projections for the next decade that show Nevada continuing to lead the nation in enrollment growth, with a significant increase in the number of high school students – a projected increase of approximately 34 percent, the highest in the country. Such growth will have a profound impact upon both district staffing and infrastructure, especially in Clark County. At the same time, many rural districts have seen declining enrollments that, in some cases, have had a negative impact on staffing and programs. It is likely this that pattern will continue into the near future in many of the rural districts.

In addition, there are several areas of concern with regard to Nevada’s student population. Further, the state’s dropout rate is one of the highest in the country. Finally, nearly 40 percent of Nevada’s fourth graders and over 40 percent of the eighth graders scored “below basic” on the 2000 mathematics tests of the National Assessment of Educational Progress (NAEP) (see Section VIII for NAEP results). These scores take on added significance in light of student growth, as the more populated districts are devoting much of their resources and attention to keeping up with that growth.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT GROWTH

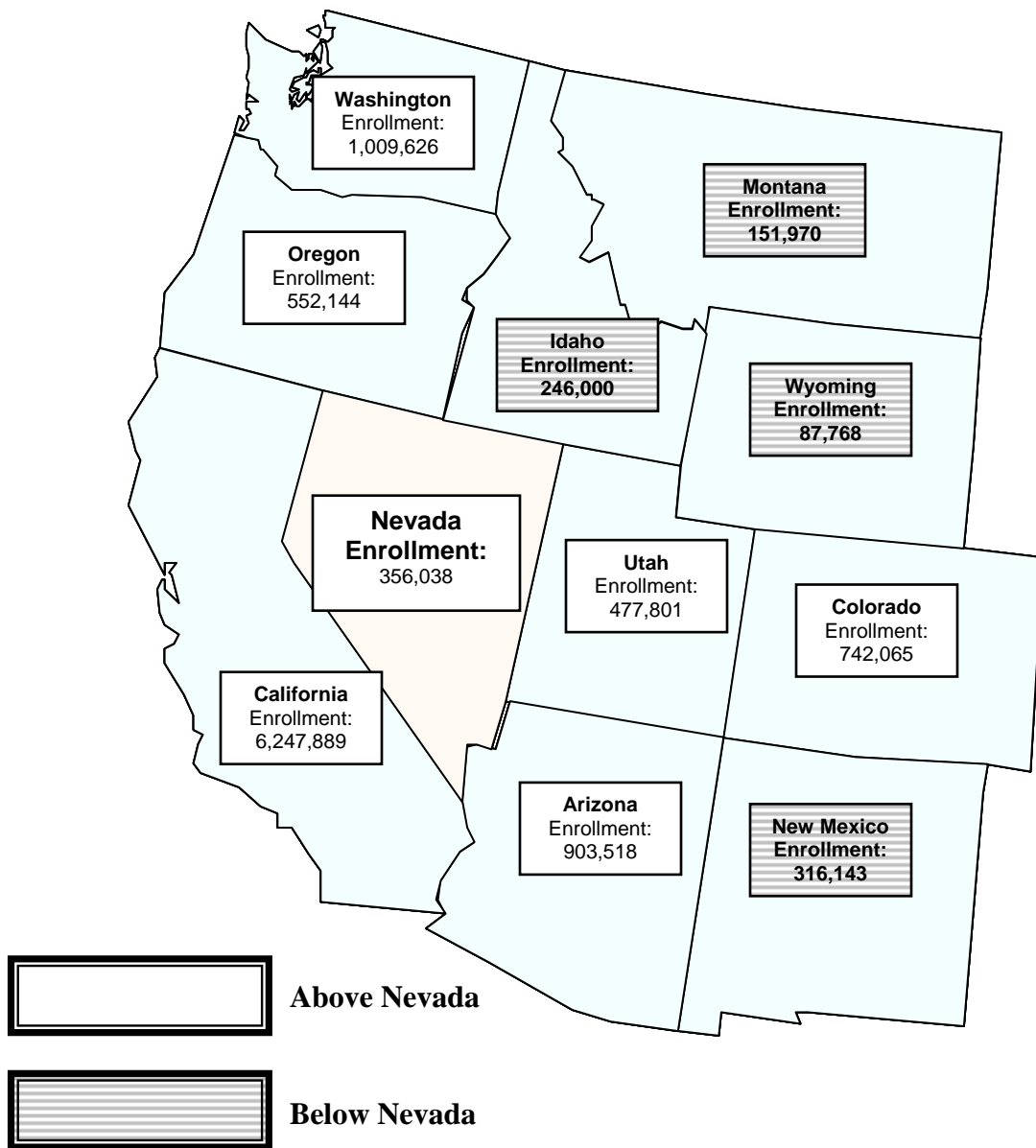


	CLARK	WASHOE	ALL OTHER	TOTAL
1990-91	121,984	38,466	40,866	201,316
1991-92	129,233	40,028	42,549	211,810
1992-93	136,188	42,061	44,597	222,846
1993-94	145,327	43,715	46,758	235,800
1994-95	156,348	45,752	48,647	250,747
1995-96	166,788	47,572	50,681	265,041
1996-97	179,106	49,671	53,354	282,131
1997-98	190,822	51,205	54,594	296,621
1998-99	203,777	52,813	54,473	311,063
1999-00	217,526	54,508	53,576	325,610
2000-01	231,655	56,268	52,783	340,706
2001-02	245,659	58,532	52,623	356,814

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT

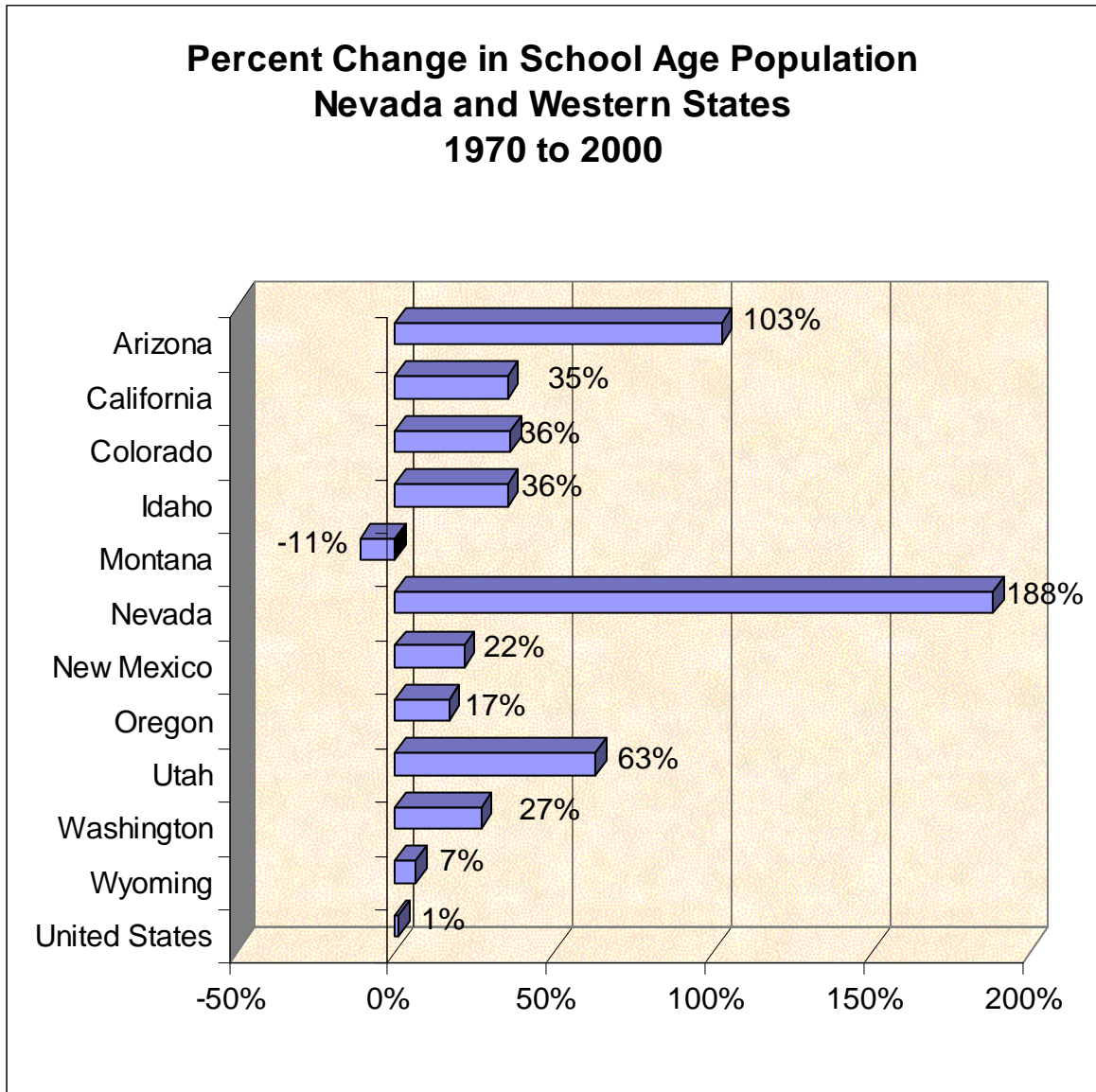
ESTIMATED ENROLLMENT IN PUBLIC SCHOOLS WESTERN STATES COMPARISON FALL 2002



Source: U.S. Department of Education, National Center for Education Statistics, *Early Estimates of Public Elementary & Secondary Education Statistics*, 2001-2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT GROWTH



Sources: U.S. Census Bureau "Demographic Profiles: Census 2000"; *1995 Digest of Education Statistics*, Table 16.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT PROJECTIONS

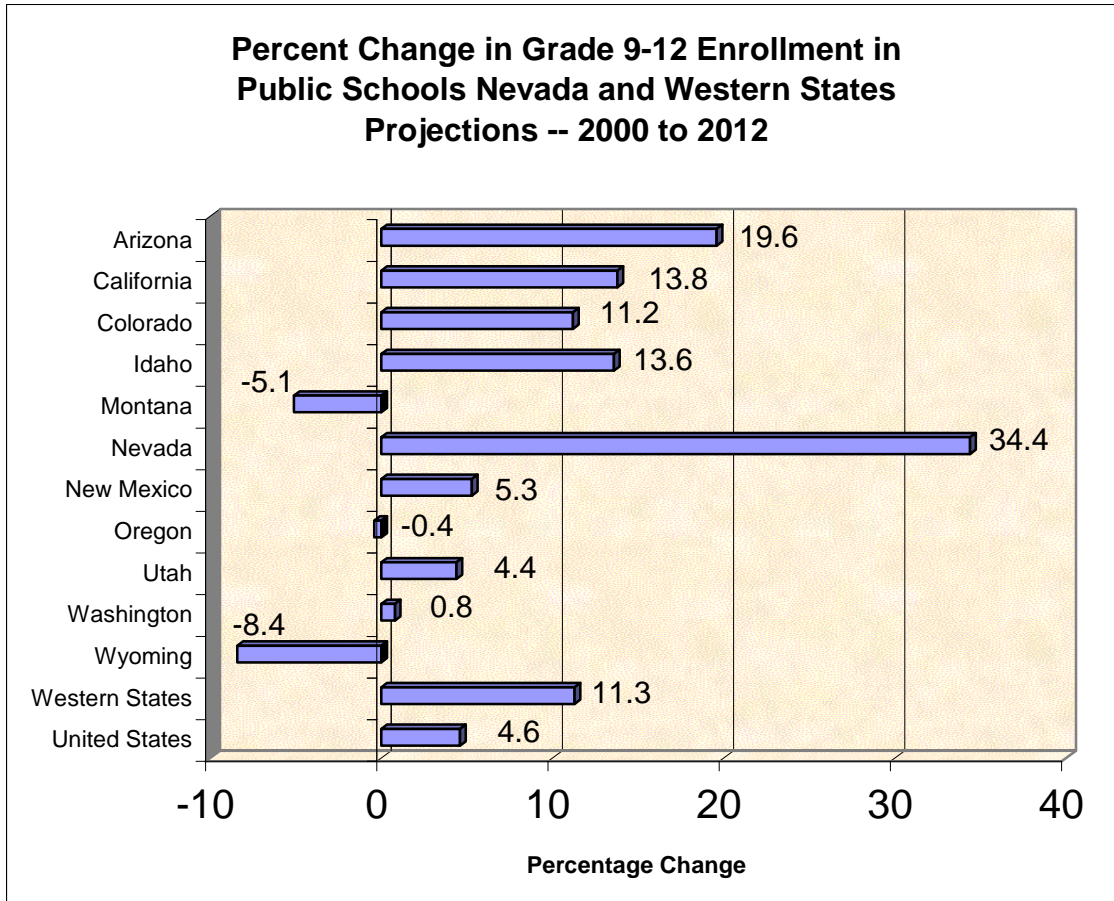
PERCENT CHANGE IN ENROLLMENT IN PUBLIC SCHOOLS NEVADA AND CONTIGUOUS WESTERN STATES PROJECTIONS—2000 TO 2012			
STATE	Projected % Change K-12 Enrollment in Public Schools 2000-2012	Projected % Change K-8 Enrollment in Public Schools 2000-2012	Projected % Change 9-12 Enrollment in Public Schools 2000-2012
Arizona	14.9 %	5.6 %	19.6 %
California	10.2 %	8.8 %	13.8 %
Colorado	5.9 %	3.8 %	11.2 %
Idaho	17.0 %	18.5 %	13.6 %
Montana	5.7 %	10.8 %	-5.1 %
Nevada	7.9 %	-1.6 %	34.4 %
New Mexico	14.3 %	18.1 %	5.3 %
Oregon	1.2 %	1.9 %	-0.4 %
Utah	9.6 %	11.9 %	4.4 %
Washington	2.3 %	2.9 %	0.8 %
Wyoming	12.1 %	22.2 %	-8.4 %
WESTERN U.S.	9.0 %	8.0 %	11.3 %
U.S.	1.0 %	-0.4 %	4.6 %

Source: National Center for Education Statistics. *Projections of Education Statistics to 2012*.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT PROJECTIONS—SECONDARY STUDENTS



Source: National Center for Education Statistics, *Projections of Education Statistics to 2012*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PUBLIC SCHOOL ENROLLMENT

Nevada Public School Enrollment by Grade and School District End of First School Month School Year 2001-2002						
	Pre - Kindergarten	Kindergarten	Elementary (1-6)	Secondary (7-12)	Ungraded*	Total
Carson City	50	648	4,022	4,043	0	8,763
Churchill	68	311	2,159	2,186	0	4,724
Clark	1,315	19,124	124,321	100,398	501	245,659
Douglas	33	409	3,080	3,467	0	6,989
Elko	39	746	4,733	4,319	10	9,847
Esmeralda	0	8	61	20	0	89
Eureka	0	22	127	136	0	285
Humboldt	41	267	1,647	1,661	0	3,616
Lander	7	121	627	595	5	1,355
Lincoln	17	59	374	562	2	1,014
Lyon	101	486	3,238	3,220	1	7,046
Mineral	14	42	365	350	3	774
Nye	55	359	2,519	2,323	23	5,279
Pershing	23	50	408	417	0	898
Storey	2	21	228	229	0	480
Washoe	359	4,105	28,784	25,156	128	58,532
White Pine	23	99	649	693	0	1,464
Statewide	2,147	26,877	177,342	149,775	673	356,814

Source: Nevada Department of Education. *Research Bulletin*, March 2002.

*Ungraded refers to a student enrolled in an ungraded class of special education or who cannot be assigned to his/her condition.

NOTE: Totals include special education students.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PRIVATE SCHOOL ENROLLMENT

Nevada Private School Enrollment By Grade and School District End of First School Month School Year 2001-2002						
	Kindergarten	Elementary (1-6)	Secondary (7-9)	Secondary (10-12)	Ungraded*	Total
Carson City	97	375	78	17	0	567
Churchill	16	43	6	1	0	66
Clark	2,219	6,372	2,086	1,418	0	12,095
Douglas	42	41	7	25	0	115
Elko	10	58	32	12	0	112
Esmeralda	0	0	0	0	0	0
Eureka	0	0	0	0	0	0
Humboldt	0	0	0	0	0	0
Lander	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0
Lyon	4	22	18	9	0	53
Mineral	0	0	0	0	0	0
Nye	20	80	26	12	0	138
Pershing	0	0	0	0	0	0
Storey	0	0	0	0	0	0
Washoe	701	1,290	639	562	519	3,711
White Pine	0	0	0	0	0	0
Statewide	3,109	8,281	2,892	2,056	519	16,857

Source: Nevada Department of Education *Research Bulletin*, March 2002.

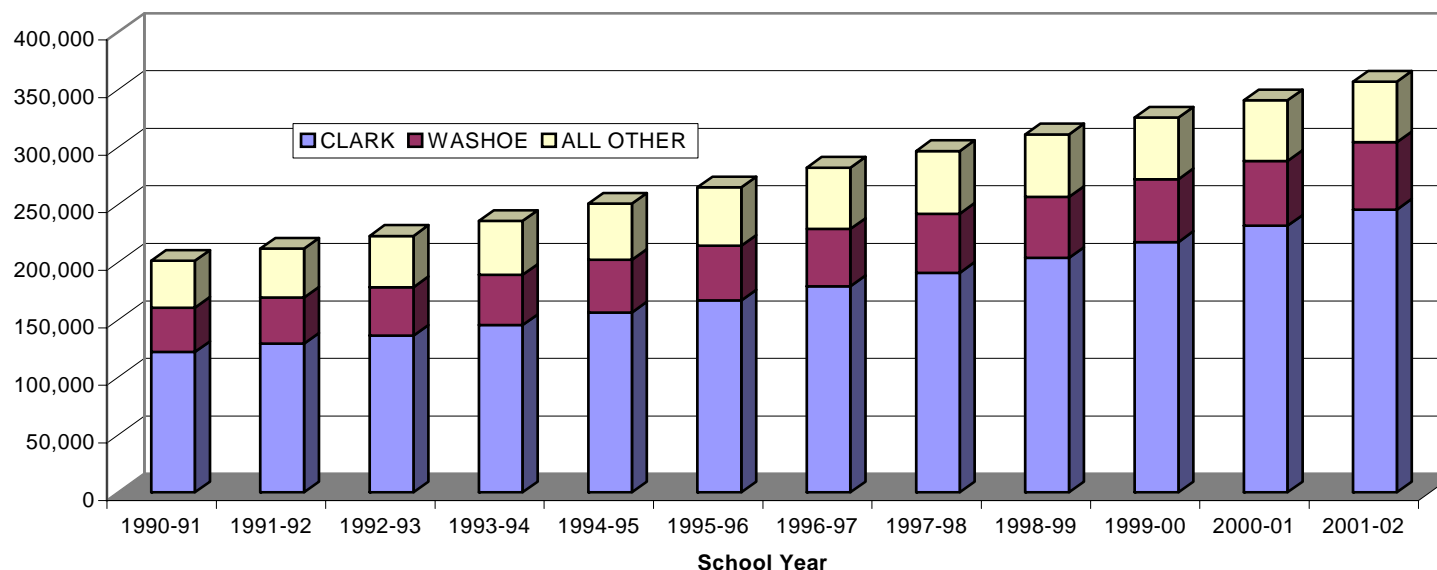
*Ungraded refers to a student enrolled in an ungraded class of special education or who cannot be assigned to his/her condition.

NOTE: Totals include special education students.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT

NEVADA PUBLIC SCHOOL ENROLLMENTS: SCHOOL YEARS 1990-91 to 2001-02



PERCENT CHANGE IN STATEWIDE ENROLLMENT OVER PRIOR YEAR

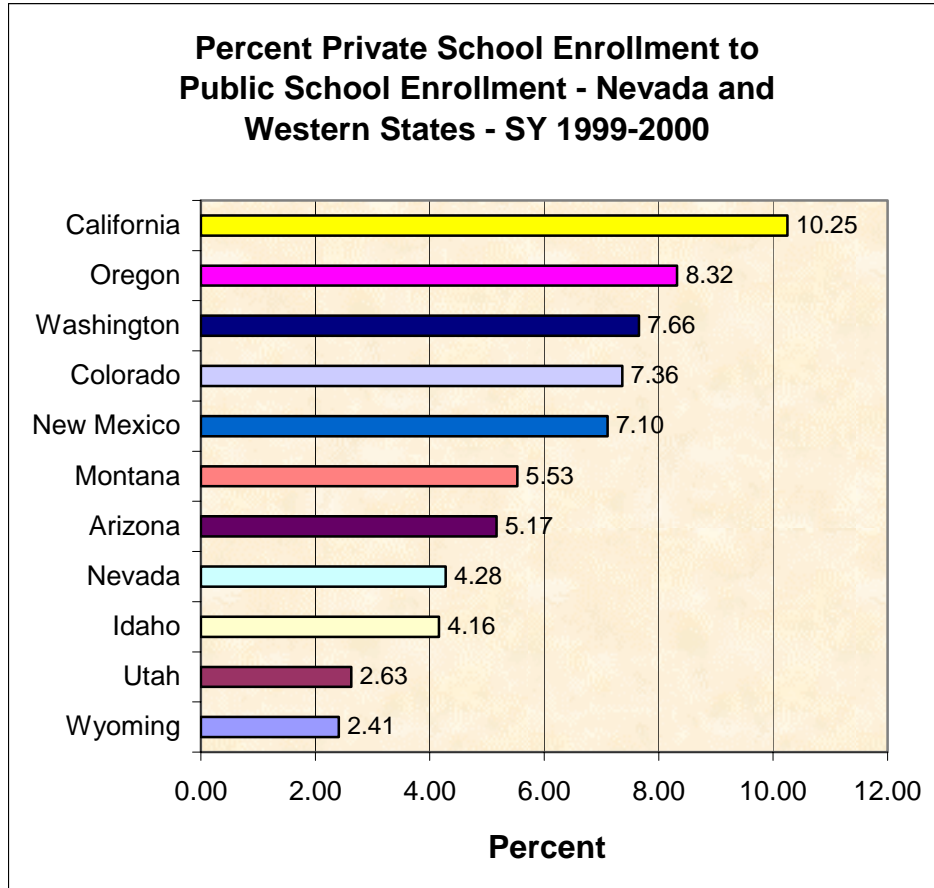
90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
7.7%	5.2%	5.2%	5.8%	6.3%	5.7%	6.4%	5.1%	4.9%	4.7%	4.6%	4.7%

Source: Nevada Department of Education, *Research Bulletin*, March 2002.

NOTE: The data reflected in the chart and table contains total (full) enrollment figures. Enrollment used for apportionment purposes (paid enrollment) weights each kindergartener as a 0.6 pupil and is, therefore, a slightly lower number.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PRIVATE SCHOOL ENROLLMENT



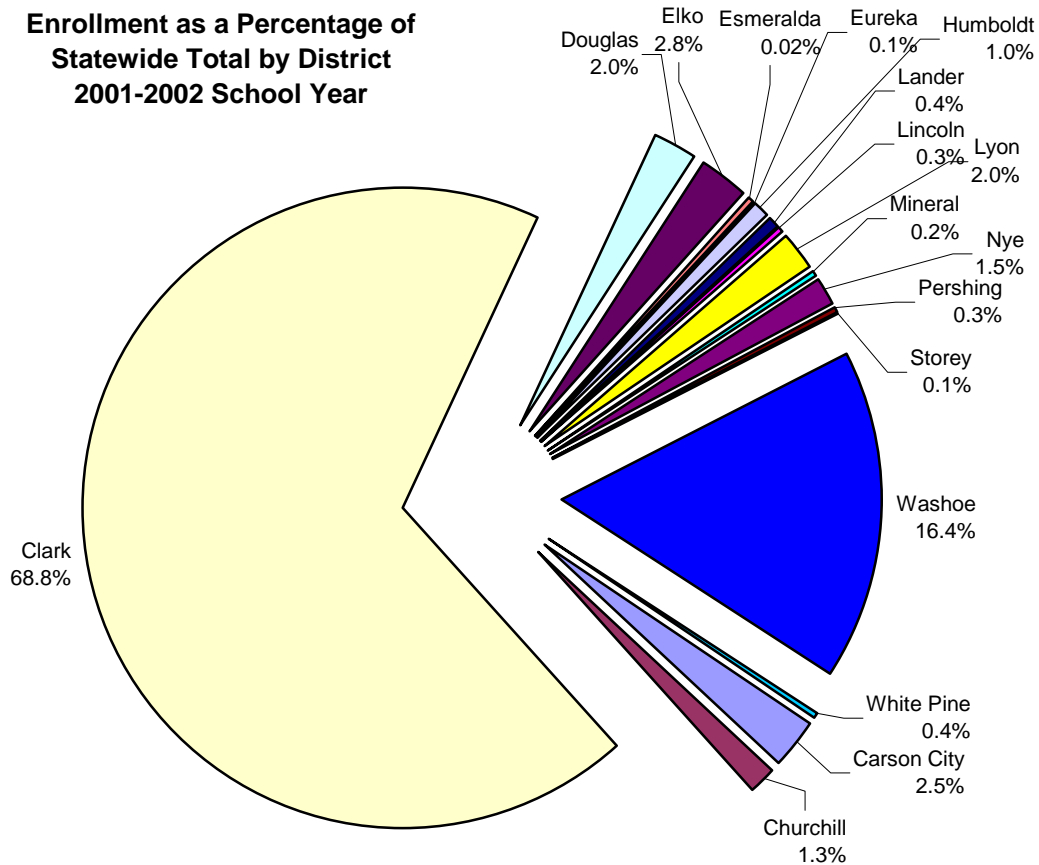
Source: U.S. Bureau of the Census, *Education State Rankings 2002-2003*.

	Private Enrollment	Public Enrollment	Private as % Public
Arizona	44,060	852,612	5.17
California	619,067	6,038,589	10.25
Colorado	52,142	708,109	7.36
Idaho	10,209	245,331	4.16
Montana	8,711	157,566	5.53
Nevada	13,926	325,610	4.28
New Mexico	23,055	324,495	7.10
Oregon	45,352	545,033	8.32
Utah	12,614	480,255	2.63
Washington	76,855	1,003,714	7.66
Wyoming	2,221	92,105	2.41

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL DISTRICT ENROLLMENT

**Enrollment as a Percentage of
Statewide Total by District
2001-2002 School Year**



District Enrollment 2001-2002 School Year

Carson City	8,763
Churchill	4,724
Clark	245,659
Douglas	6,989
Elko	9,847
Esmeralda	89
Eureka	285
Humboldt	3,616
Lander	1,355
Lincoln	1,014
Lyon	7,046
Mineral	774

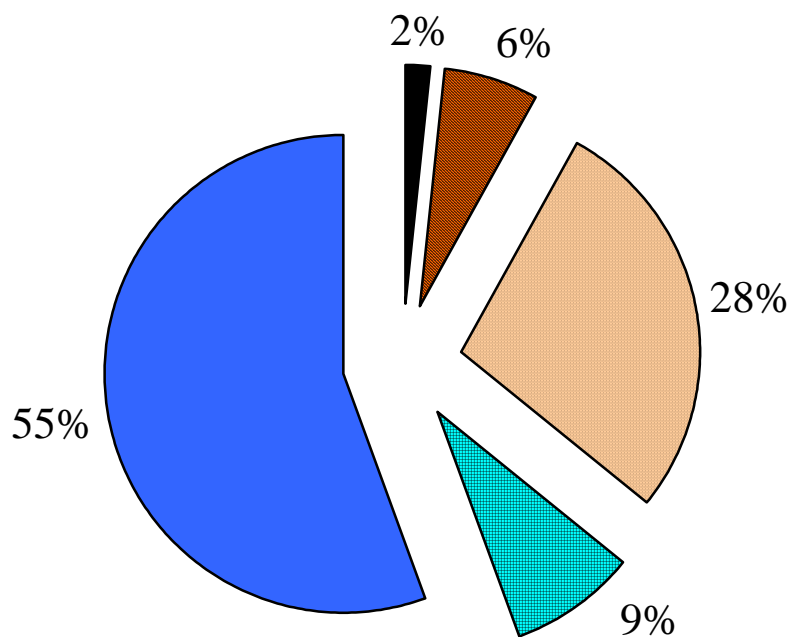
Nye	5,279
Pershing	898
Storey	480
Washoe	58,532
White Pine	1,464
Statewide	356,814

Source: Nevada Department of Education,
Research Bulletin, March 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS - ETHNICITY

NEVADA PUBLIC SCHOOL MEMBERSHIP BY ETHNICITY FOR SCHOOL YEAR 2001-2002

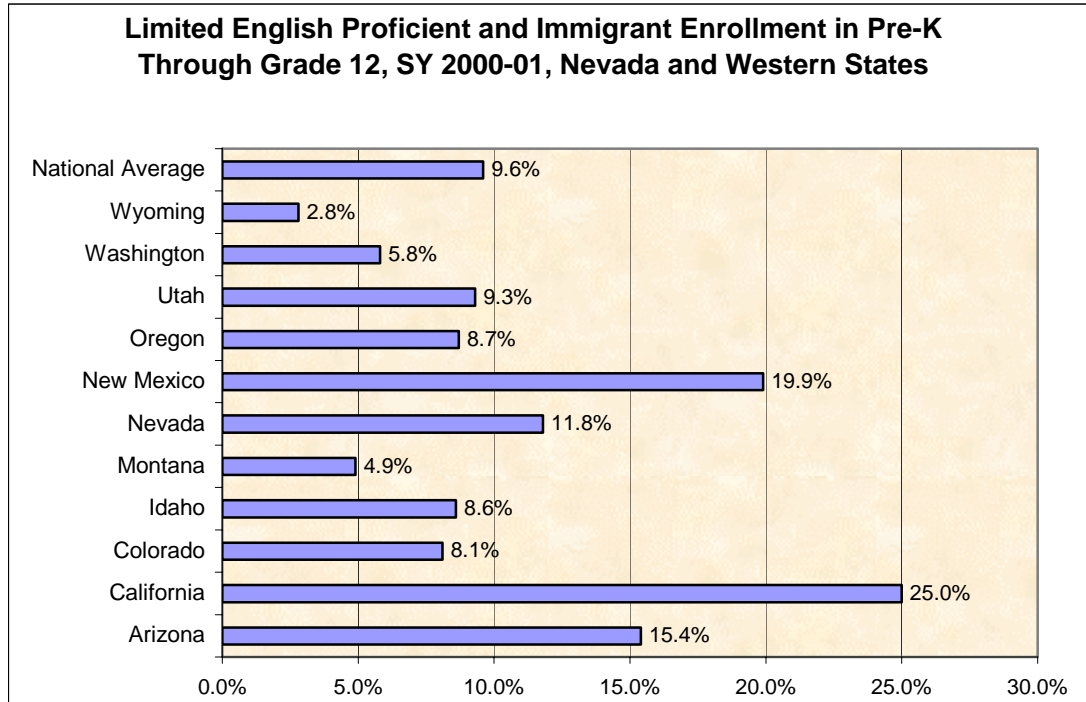


■ American Indian/Alaska Native ■ Asian/Pacific Islander
■ Hispanic ■ Black, Non-Hispanic
■ White, Non-Hispanic

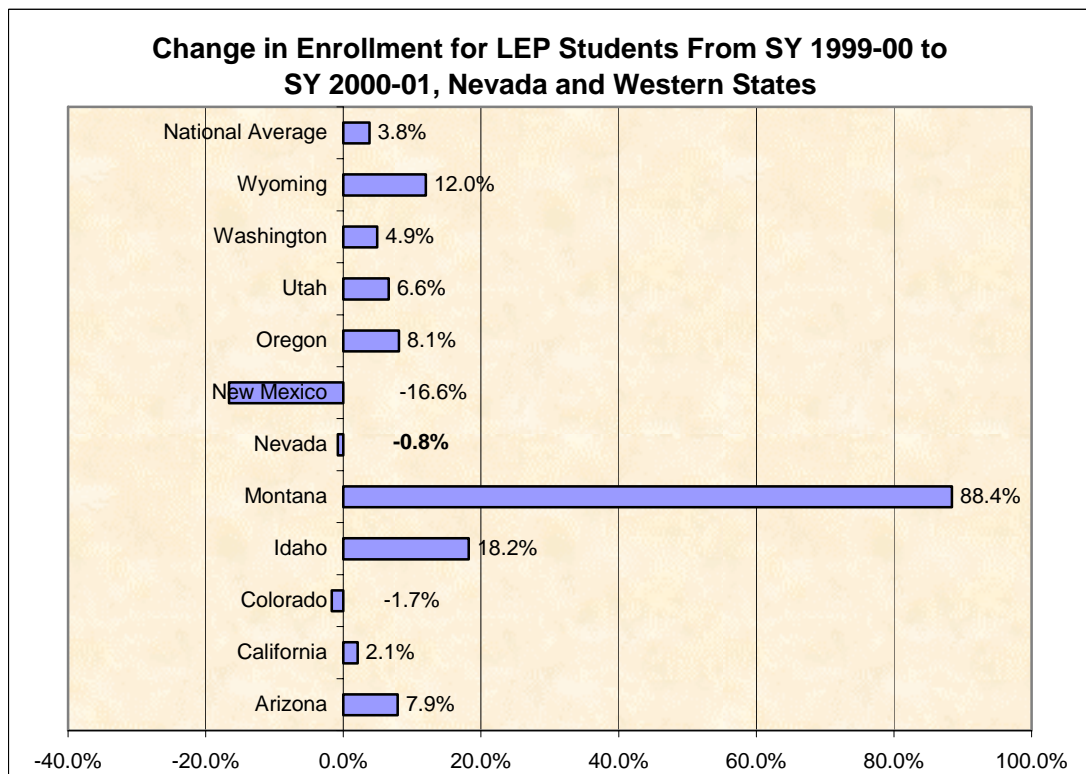
Source: Nevada Department of Education. *Research Bulletin*, March 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

LIMITED ENGLISH PROFICIENT—ENROLLMENT

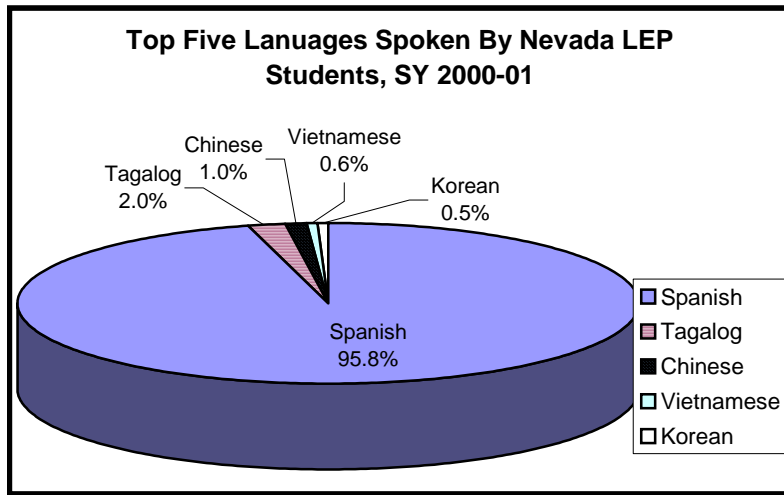


Source: National Clearinghouse for English Language Acquisition. Survey of the States' Limited English Proficient Students and Available Programs and Services 2000-2001, October 2002.

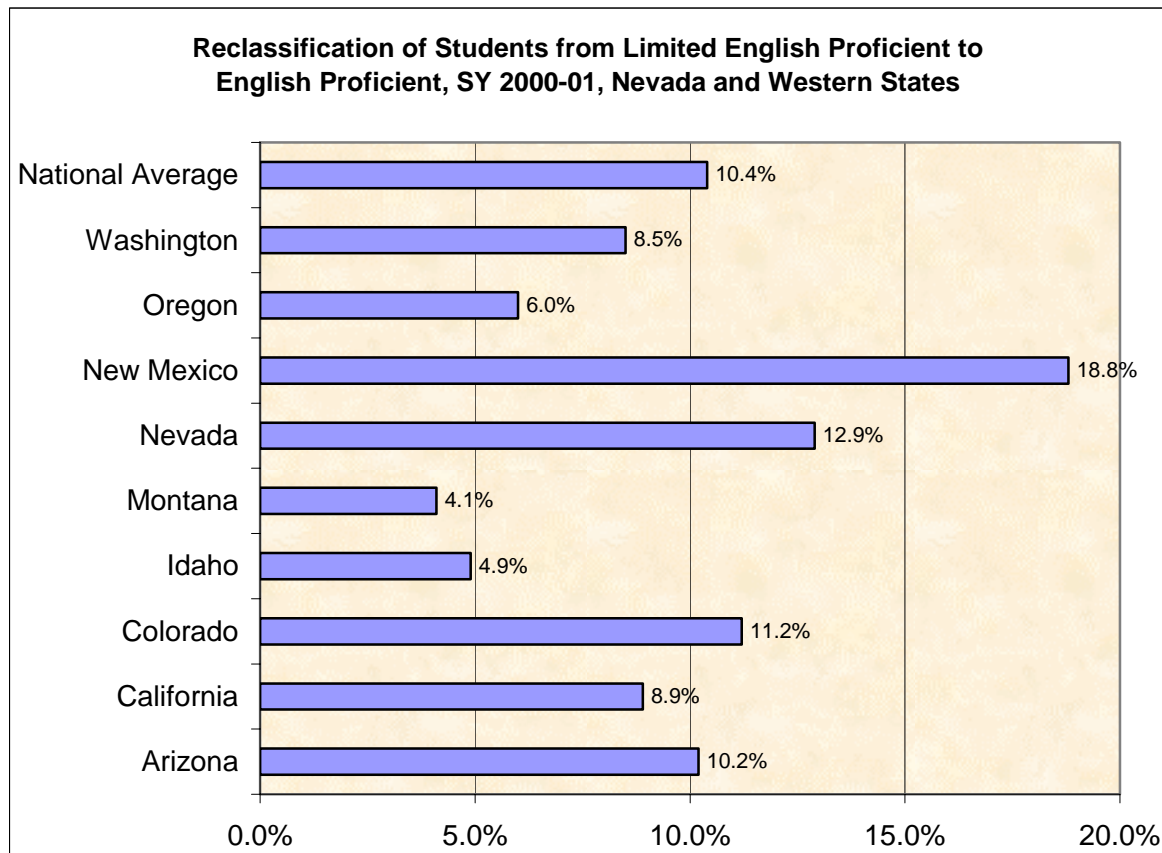


DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

LIMITED ENGLISH PROFICIENT – CHARACTERISTICS



Source: National Clearinghouse for English Language Acquisition. Survey of the States' Limited English Proficient Students and Available Programs and Services 2000-2001, October 2002.



Source: Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students, *Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 2000-2001 Summary Report*, October 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT – DISTRICT ENROLLMENTS

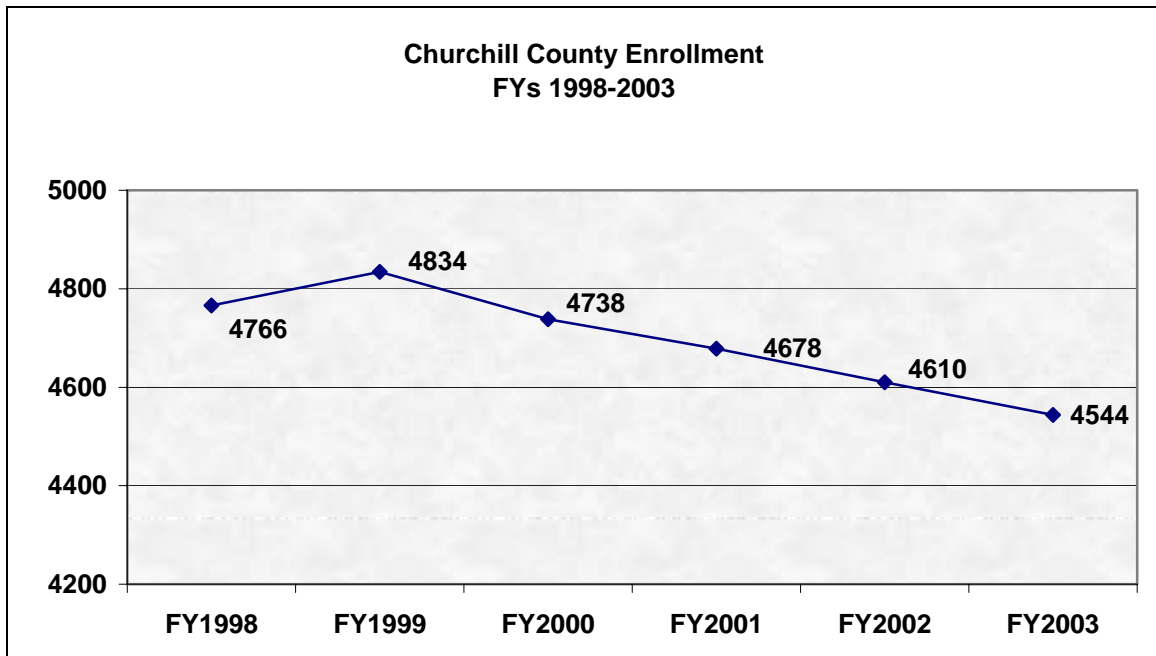
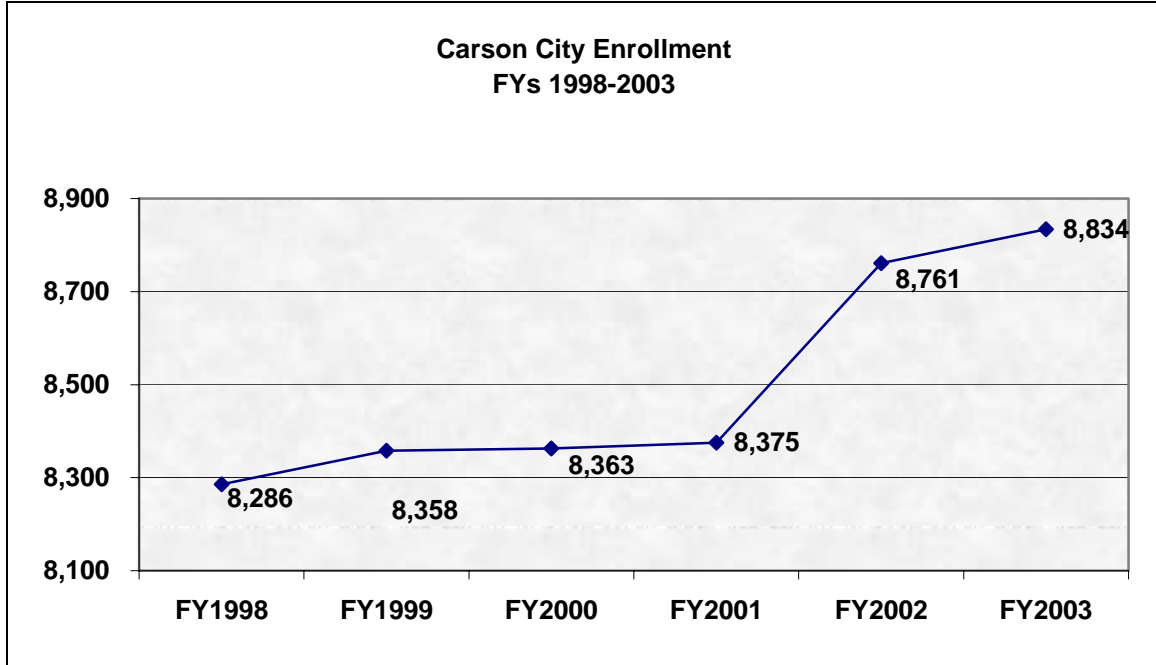
PUBLIC SCHOOL ENROLLMENT IN NEVADA, BY DISTRICT, SCHOOL YEARS 1997-1998 THROUGH 2001-2002

SCHOOL	ENROLLMENT					PERCENT CHANGE IN ENROLLMENT				
DISTRICT	1997-98	1998-99	1999-00	2000-01	2001-02	1997-98	1998-99	1999-00	2000-01	2001-02
STATE	296,621	311,063	325,610	340,706	356,814	5.1	4.9	4.7	4.6	4.7
CARSON CITY	8,305	8,358	8,365	8,431	8,763	3.3	0.6	0.1	0.8	3.9
CHURCHILL	4,767	4,834	4,860	4,808	4,724	0.5	1.4	0.5	-1.1	-1.7
CLARK	190,822	203,777	217,526	231,655	245,659	6.5	6.8	6.7	6.5	6.0
DOUGLAS	7,302	7,322	7,158	7,033	6,989	0.0	0.3	-2.2	-1.7	-0.6
ELKO	10,622	10,443	10,161	10,100	9,847	0.9	-1.7	-2.7	-0.6	-2.5
ESMERALDA*	114	114	105	107	89	-7.3	0.0	-7.9	1.9	-16.8
EUREKA	378	358	347	305	285	13.9	-5.3	-3.1	-12.1	-6.6
HUMBOLDT	4,258	4,288	4,034	3,805	3,616	5.2	0.7	-5.9	-5.7	-5.0
LANDER	1,857	1,703	1,534	1,449	1,355	2.0	-8.3	-9.9	-5.5	-6.5
LINCOLN	1,081	1,052	1,017	1,018	1,014	-2.4	-2.7	-3.3	0.1	-0.4
LYON	6,154	6,351	6,539	6,666	7,046	4.9	3.2	3.0	1.9	5.7
MINERAL	1,075	1,039	907	872	774	-5.5	-3.3	12.7	-3.9	-11.2
NYE	5,274	5,265	5,444	5,290	5,279	-6.1	-0.2	3.4	-2.8	-0.2
PERSHING	999	985	963	900	898	-0.3	-1.4	-2.2	-6.5	-0.2
STOREY	532	507	458	445	480	7.9	-4.7	-9.7	-2.8	7.9
WASHOE	51,205	52,813	54,508	56,268	58,532	3.1	3.1	3.2	3.2	4.0
WHITE PINE	1,876	1,854	1,684	1,554	1,464	1.4	-1.2	-9.2	-7.7	-5.8

Source: Research Bulletin, Volumes 41, 42, and 43. Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DISTRICT ENROLLMENTS

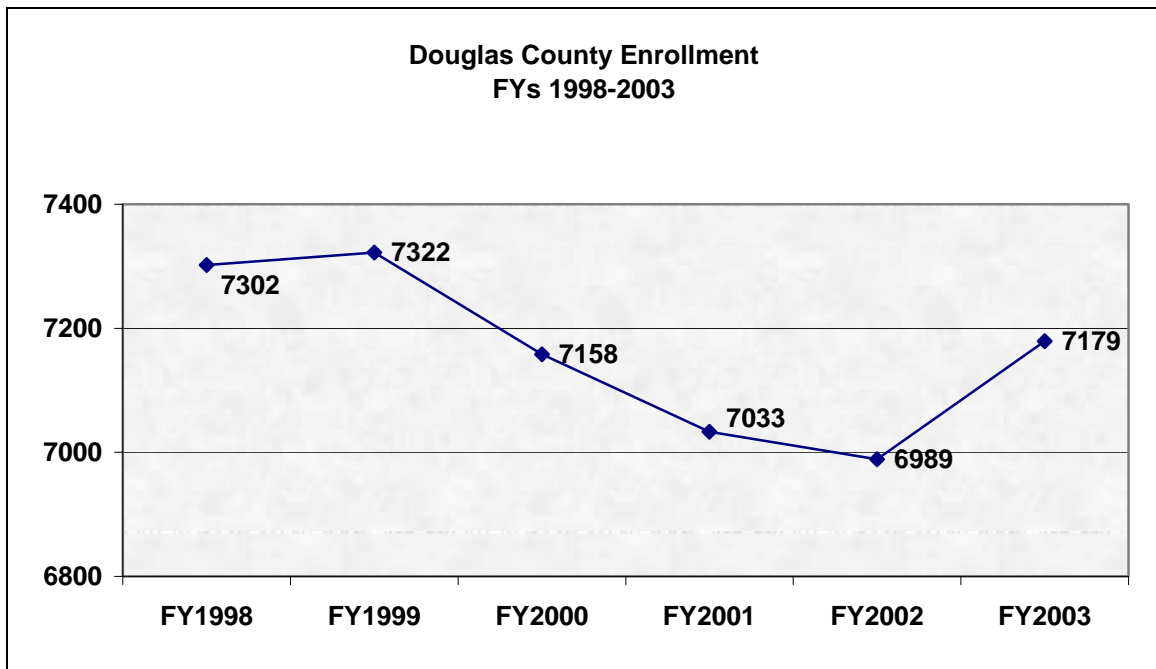
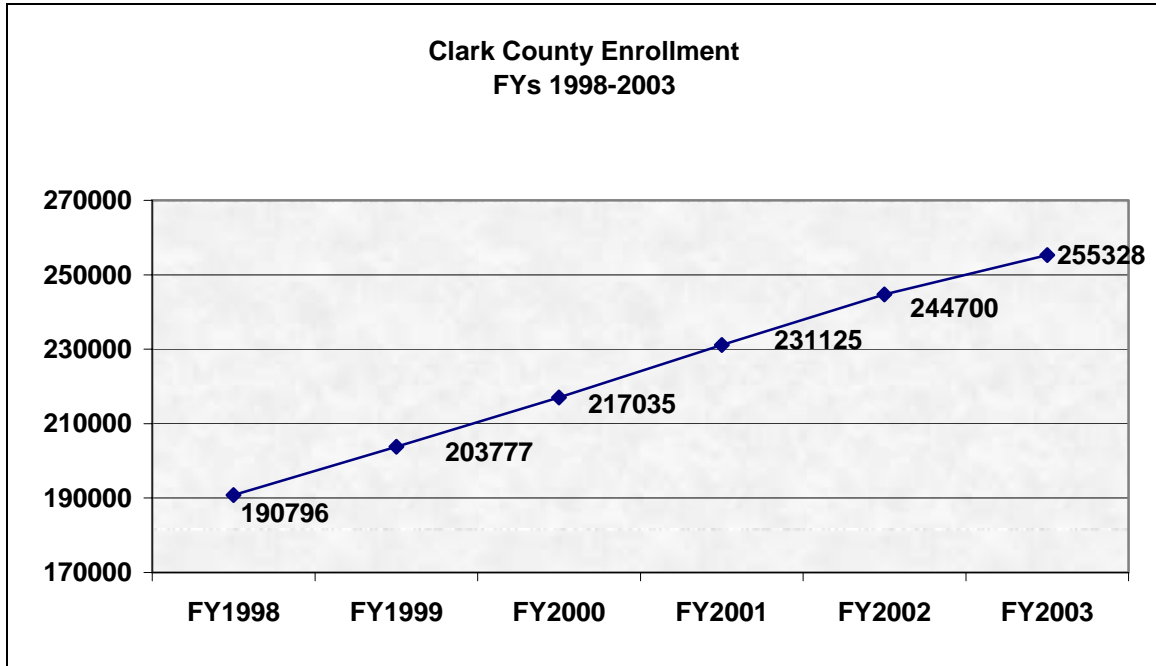


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DISTRICT ENROLLMENTS

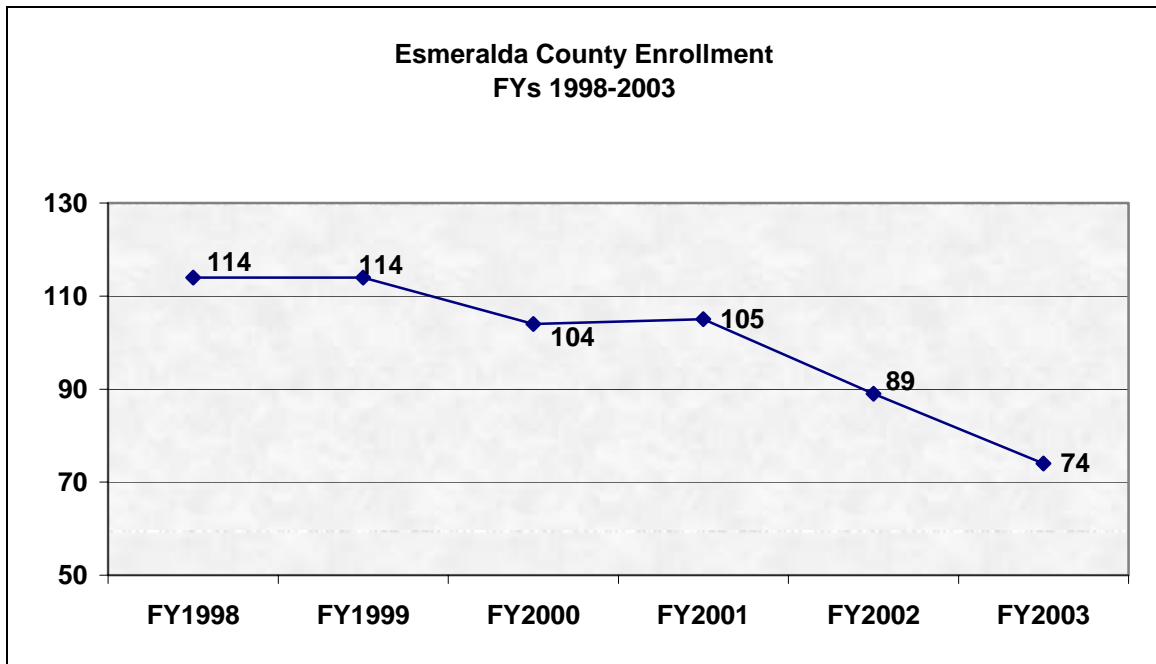
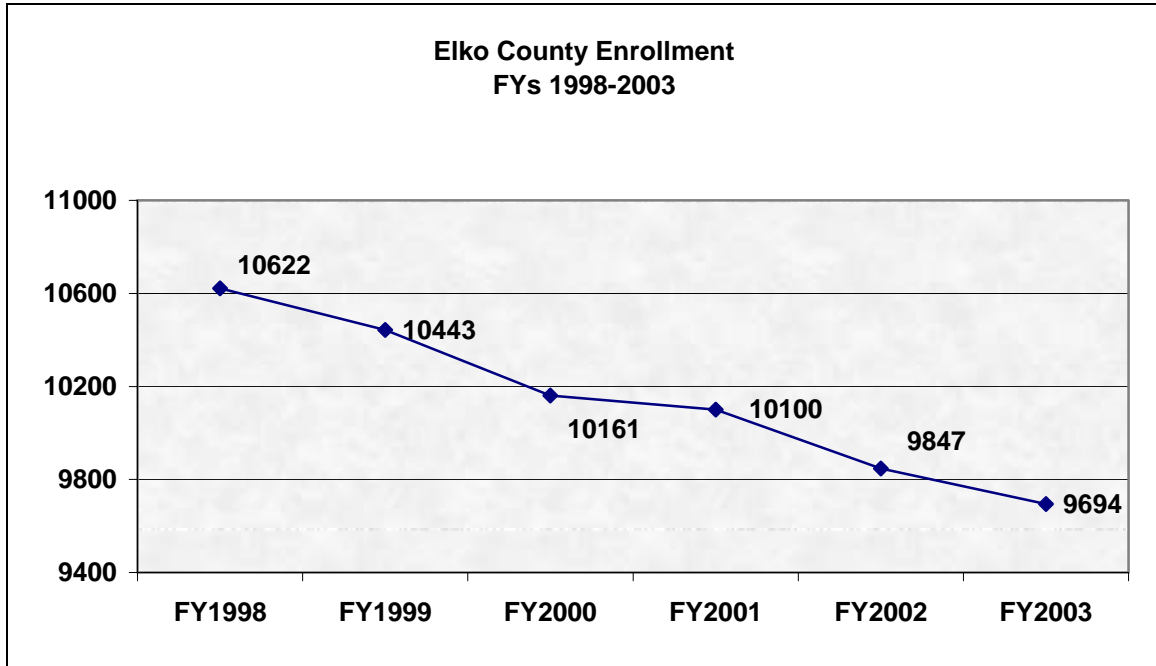


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DISTRICT ENROLLMENTS

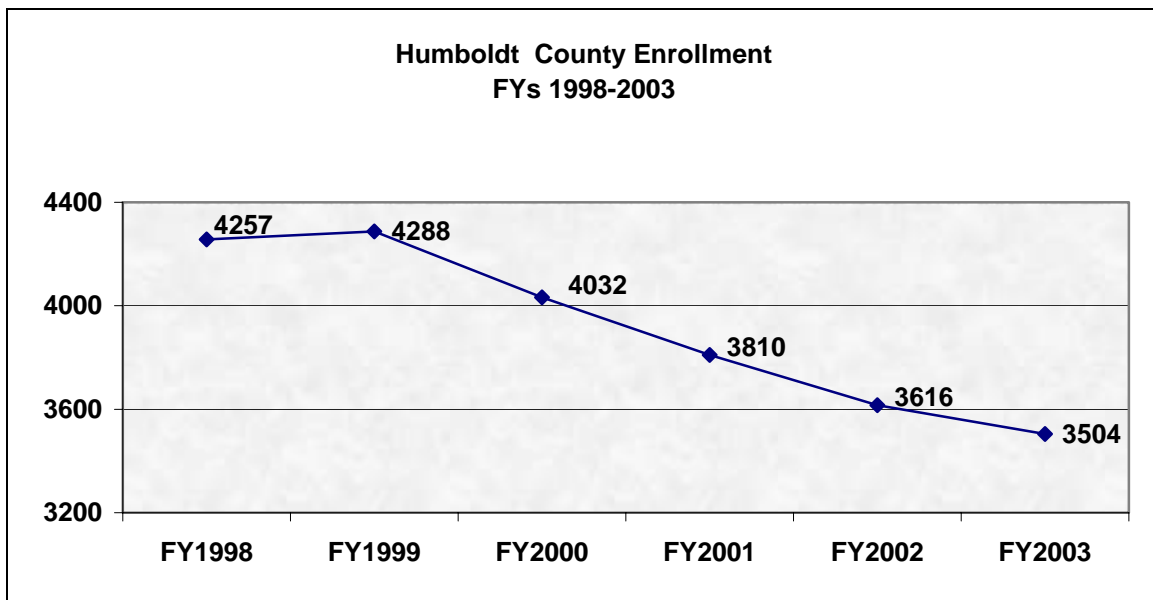
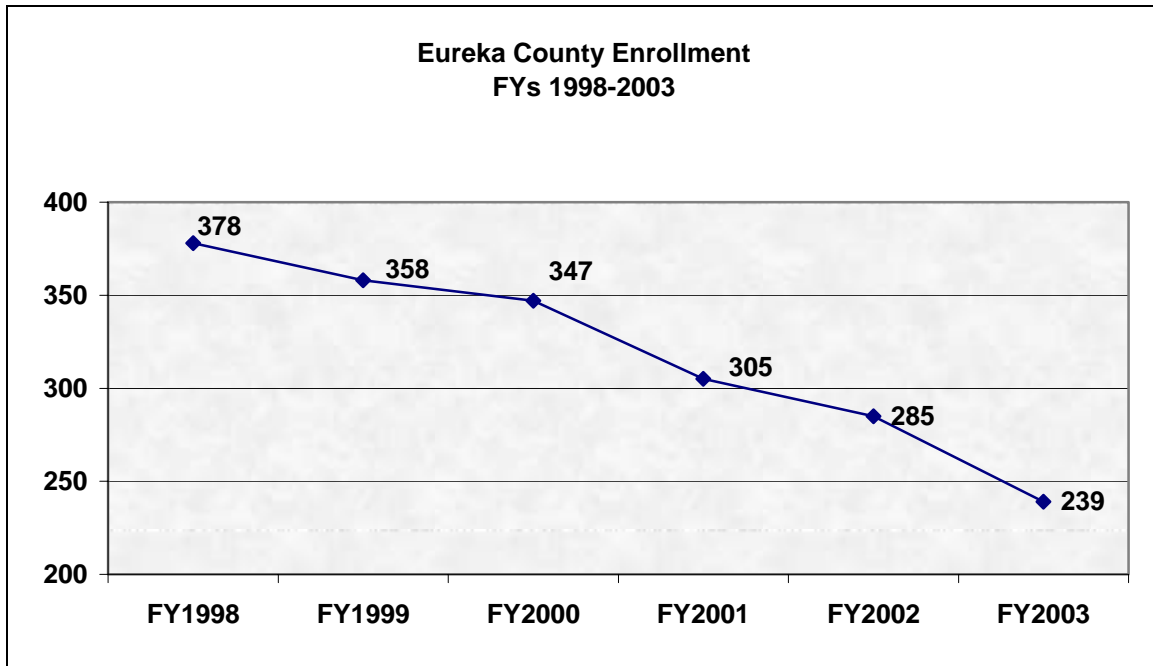


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

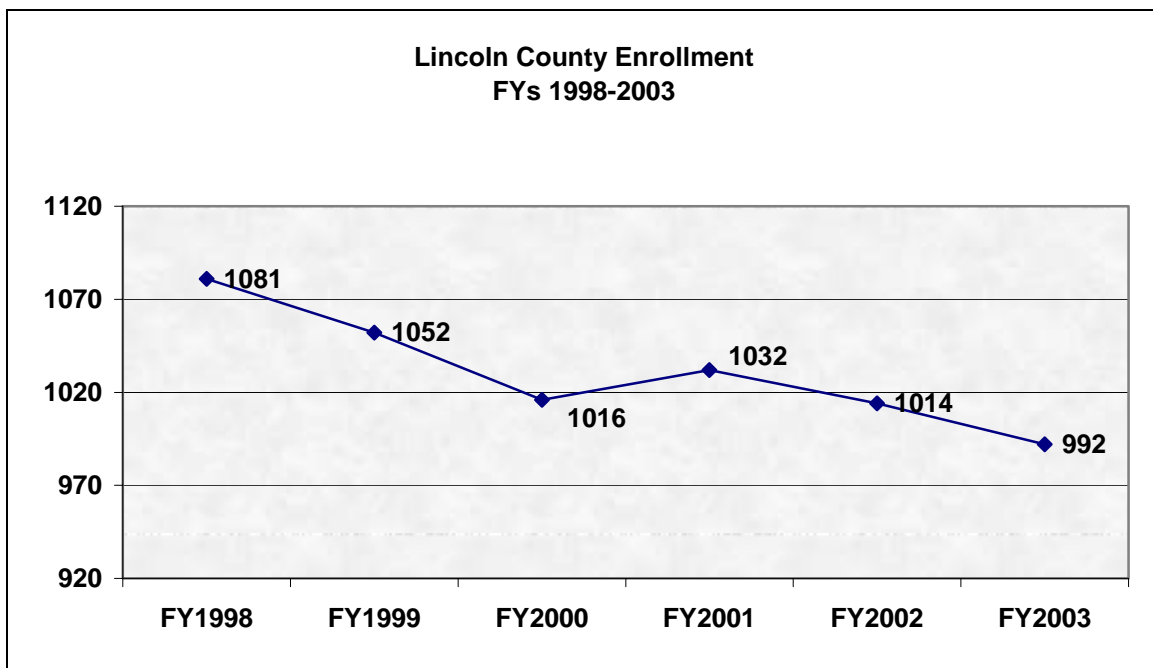
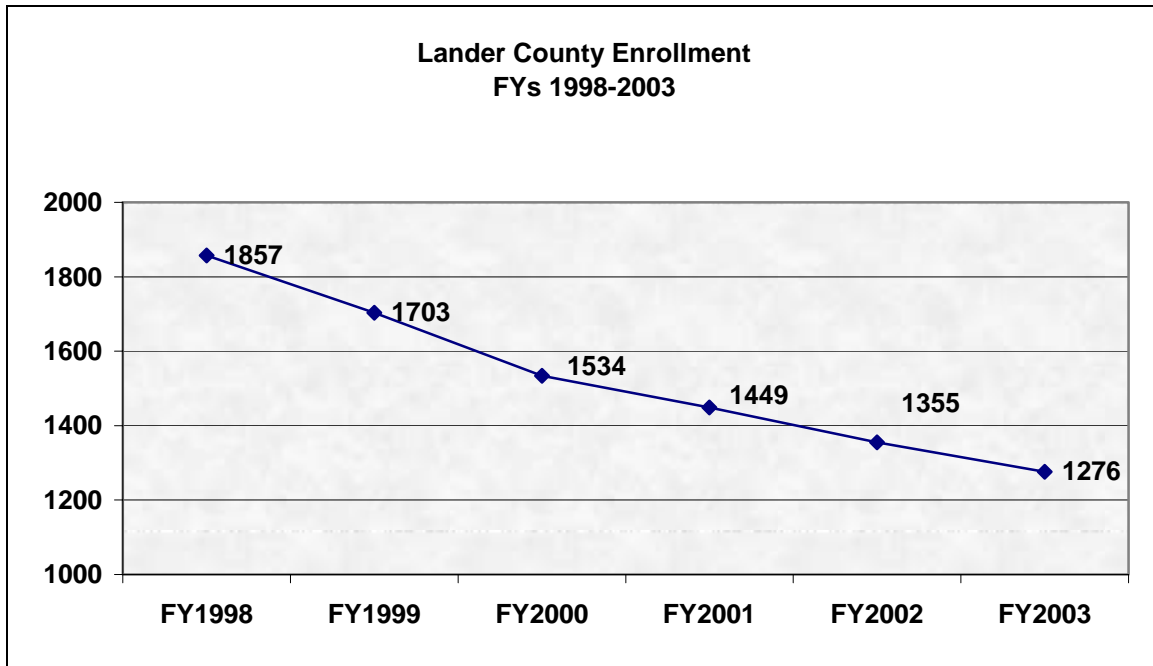
DISTRICT ENROLLMENTS



Source: Nevada Department of Education, *State of the School Districts, January 2003*.
Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DISTRICT ENROLLMENTS

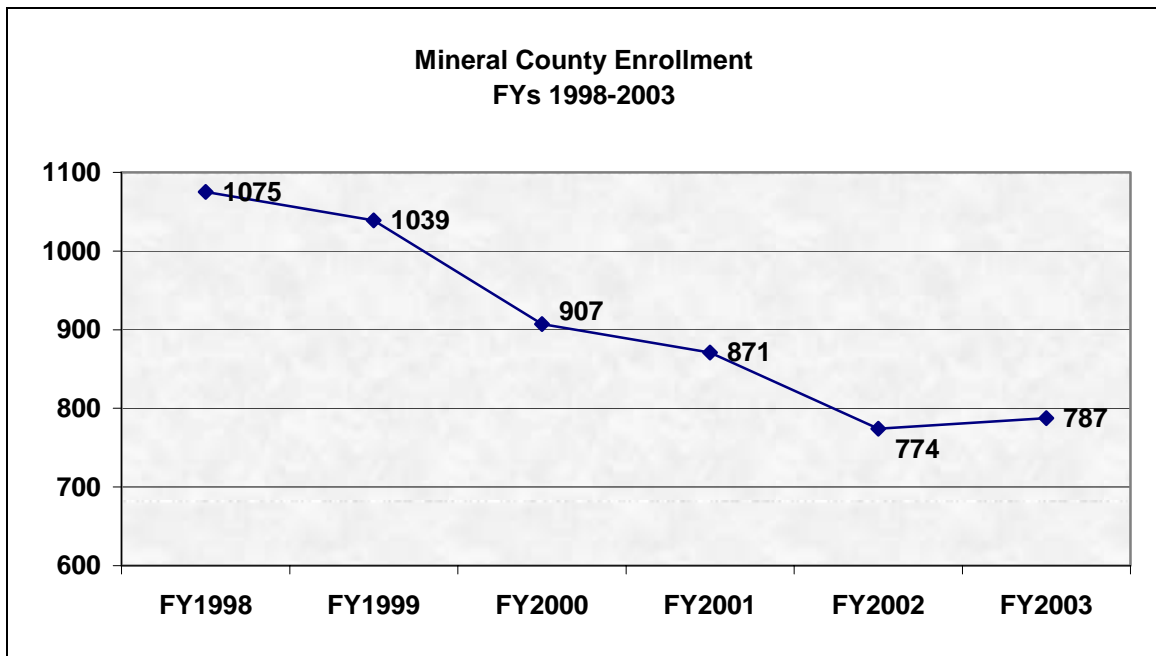
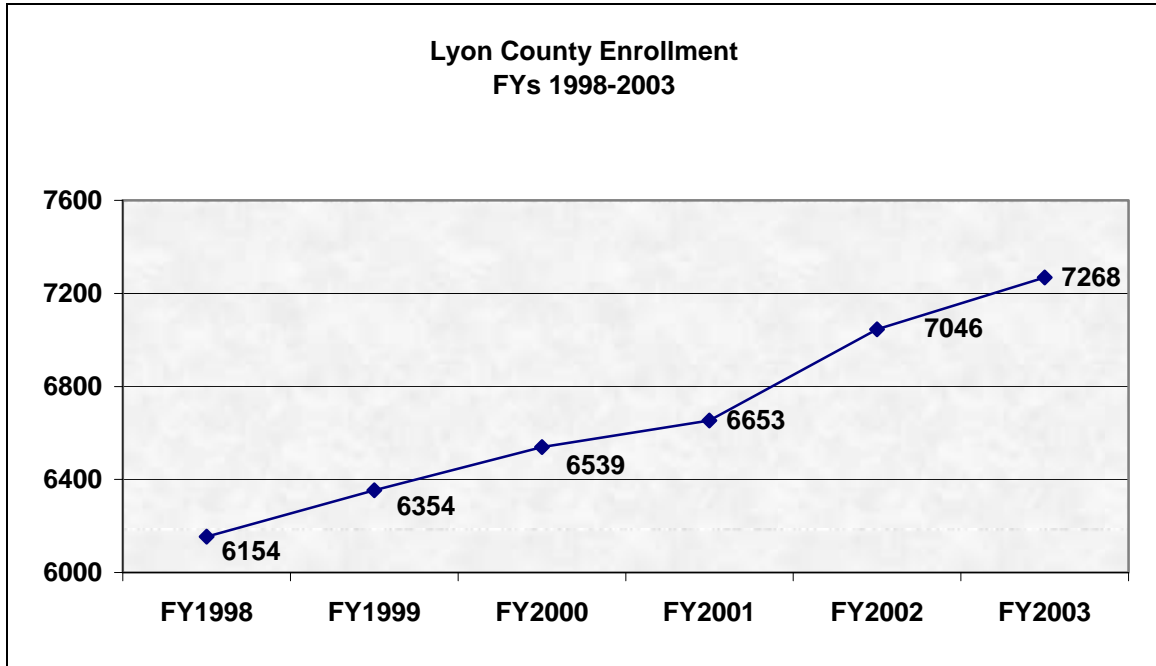


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DISTRICT ENROLLMENTS

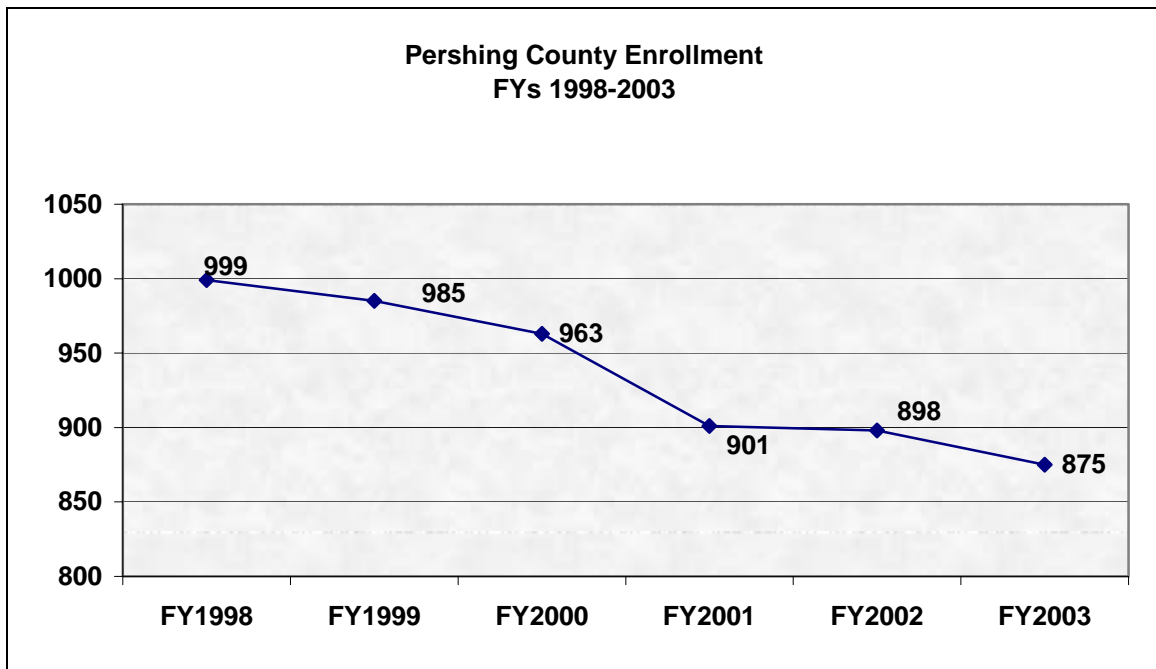
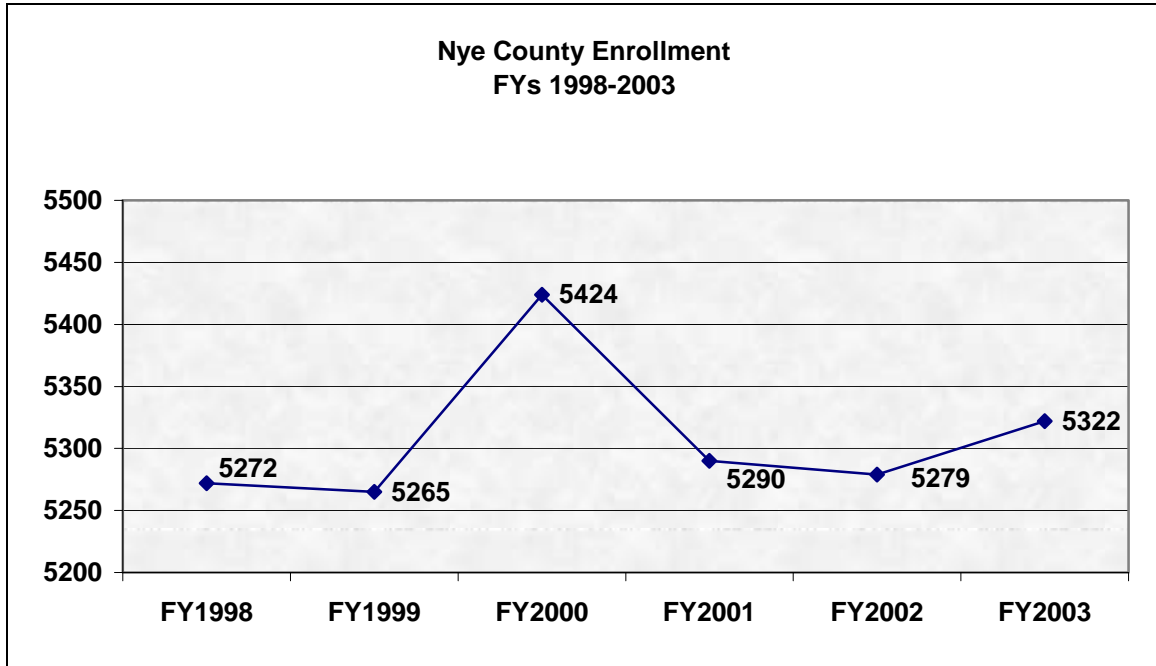


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT-DISTRICTS

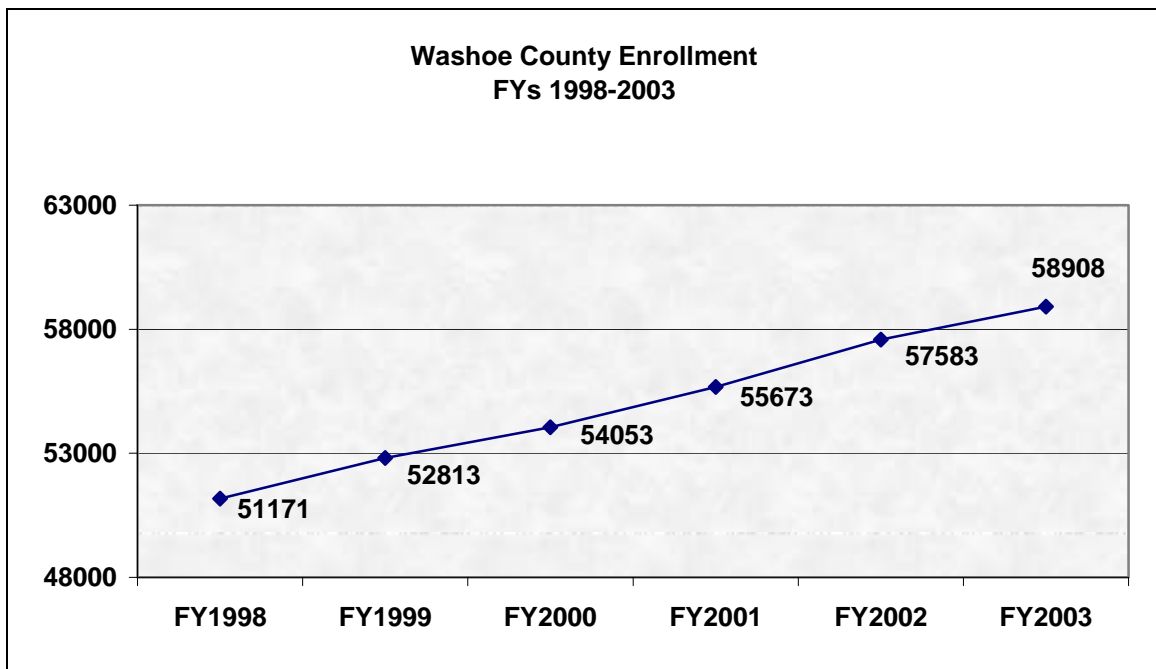
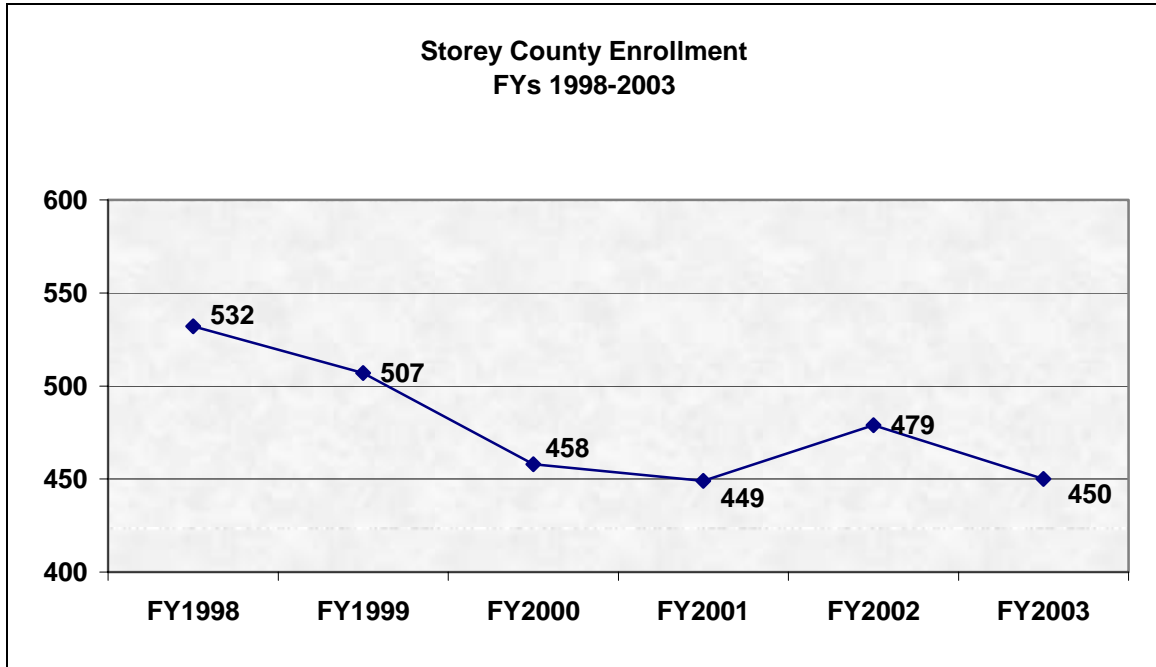


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT-DISTRICTS

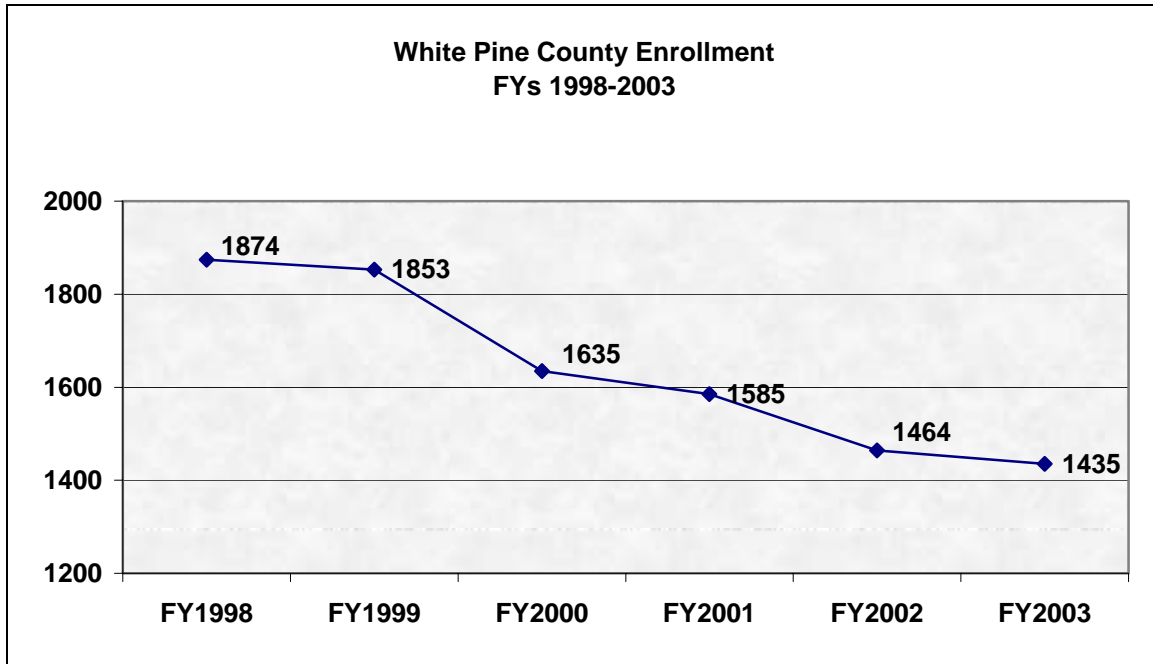


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT-DISTRICTS

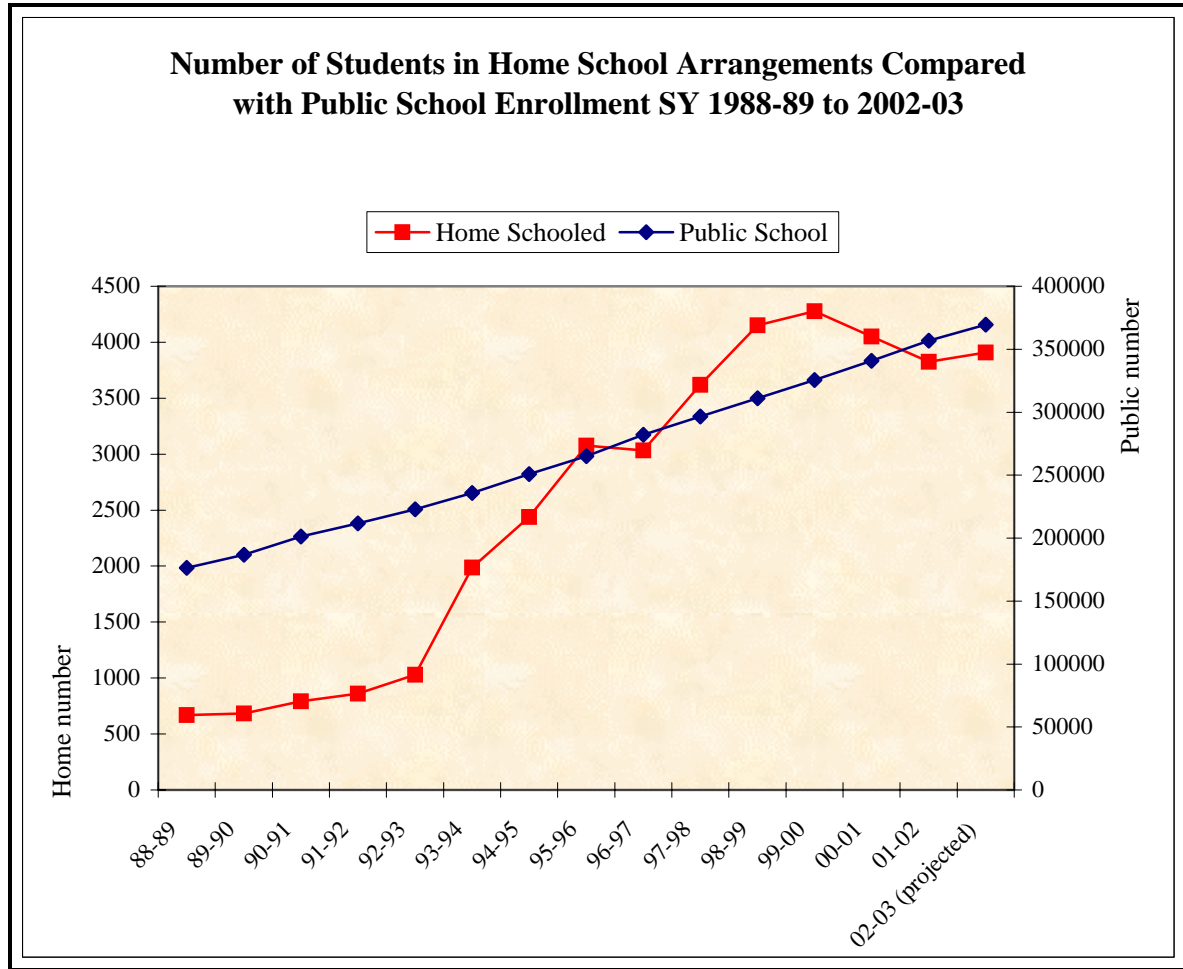


Source: Nevada Department of Education, *State of the School Districts, January 2003*.

Note: The charts reflect full enrollment rather than weighted enrollment.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

ENROLLMENT – HOME SCHOOL



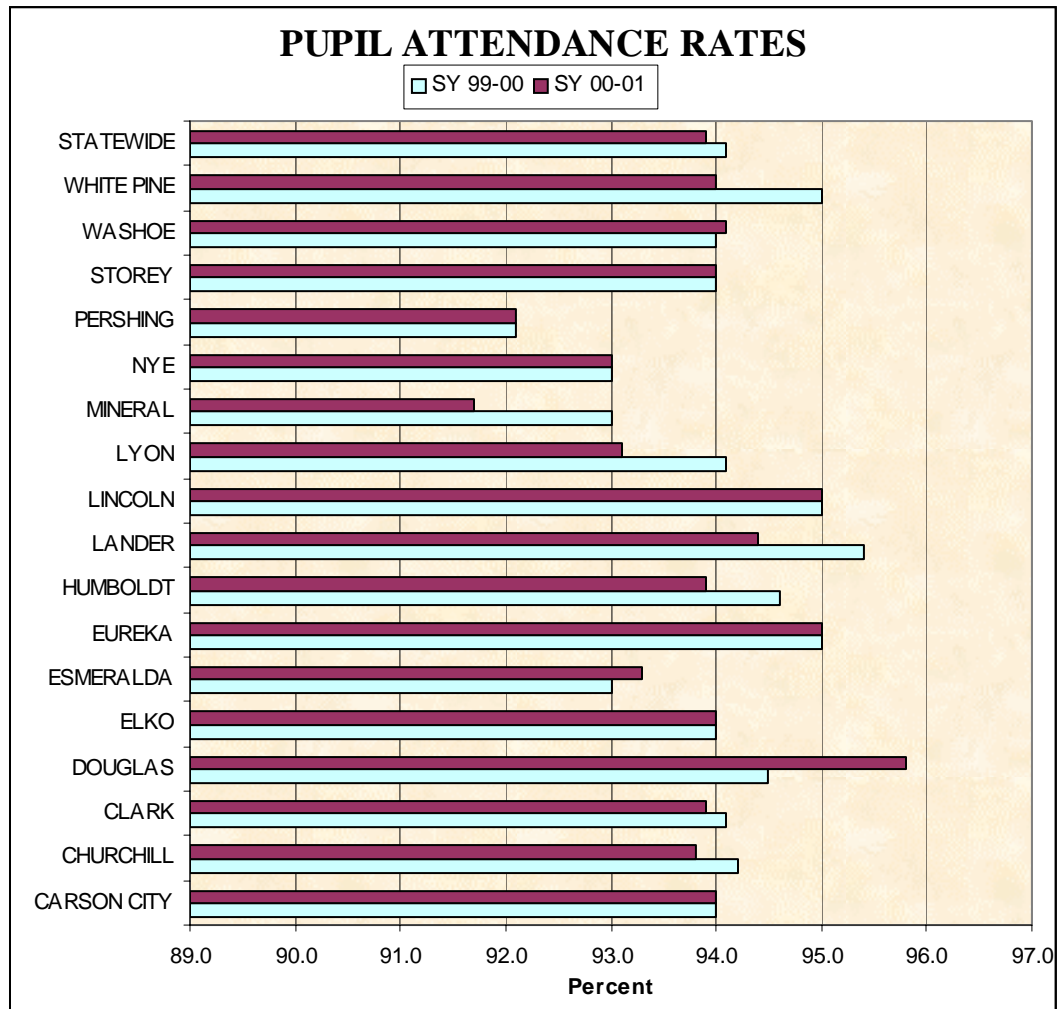
STUDENTS IN HOME SCHOOL ARRANGEMENTS AND STUDENTS ENROLLED IN PUBLIC SCHOOLS														
Year	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01*	01-02 (projected)
Home Schooled	670	682	792	861	1,028	1,988	2,438	3,077	3,032	3,620	4,151	4,278	4,052	3,908
Public School	176,474	186,834	201,316	211,810	222,846	235,800	250,747	265,041	282,131	296,621	311,063	325,610	340,706	356,814
PERCENTAGE INCREASE – YEAR TO YEAR														
Year	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01*	01-02 (projected)
Home Schooled	NA	1.79%	16.13%	8.71%	19.40%	93.39%	22.64%	26.21%	-1.46%	19.39%	14.67%	3.06%	15.10%	-22.30%
Public School	NA	5.87%	7.75%	5.21%	5.21%	5.81%	6.34%	5.70%	6.45%	5.14%	4.87%	4.68%	4.64%	4.73%

Source: Nevada Department of Education, Office of Finance, Accountability, and Audit, February 2003.

* Home school data for 2000-01 was not collected. Number is estimate based upon previous year and subsequent year average.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENT ATTENDANCE



SCHOOL YEAR	1999-2000	2000-2001
Statewide Pupil Attendance Rate	94.1%	93.9%

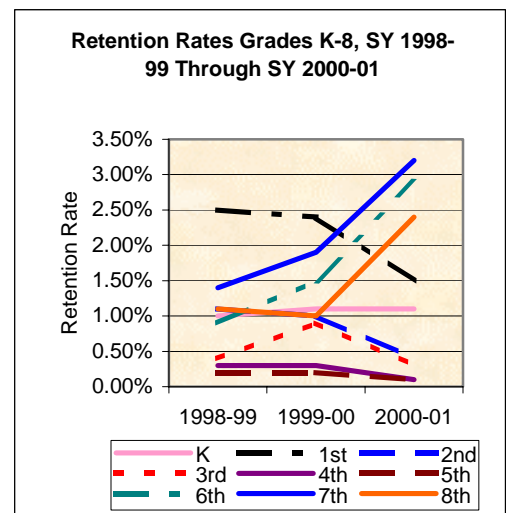
Source: School Accountability Data Tables, 2000-2001 School Year, Legislative Bureau of Educational Accountability and Program Evaluation, LCB, and Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS RETAINED

PERCENT OF PUPILS RETAINED IN SCHOOL YEAR 2000-2001 FOR SELECTED GRADES

School District	1 st Grade	5 th Grade	8 th Grade
Carson City	2	0.3	0
Churchill	5	1	0
Clark	1	0	3
Douglas	1	1	1
Elko	7	1	4
Esmeralda	NR	NR	NR
Eureka	9	0	0
Humboldt	4	1	1
Lander	1	0	2
Lincoln	8	1	4
Lyon	1.2	0	0.8
Mineral	2	2	1
Nye	5	2	2
Pershing	4.3	0	4
Storey	1	1	7
Washoe	1.8	0.1	0.5
White Pine	NR	NR	NR



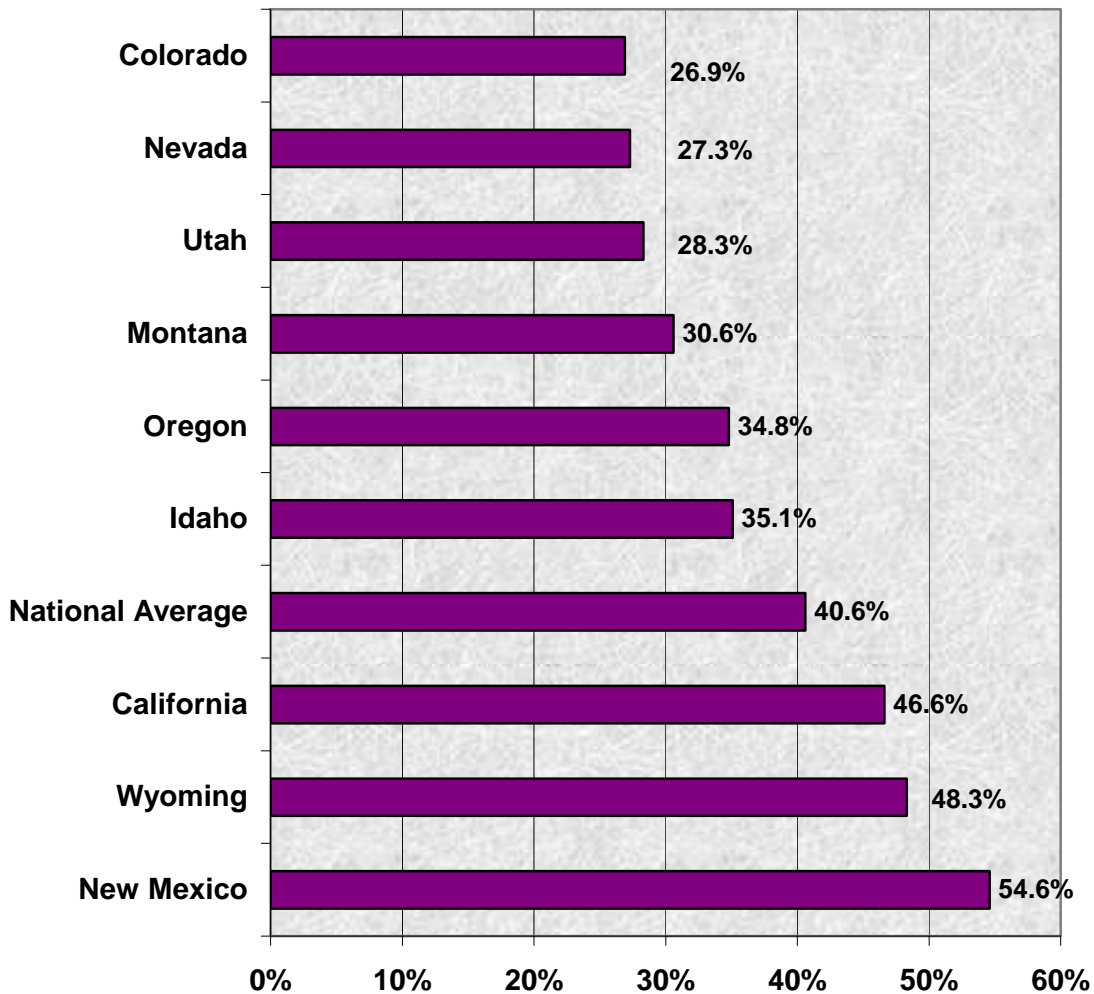
Source: School Accountability Data Tables, 2000-2001 School Year. Legislative Bureau of Educational Accountability and Program Evaluation, LCB, and Nevada Department of Education.

STATEWIDE PERCENTAGE OF PUPILS RETAINED IN SCHOOL YEAR 2000-2001									
Grade	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Retention Percentage	1.1%	1.5%	0.4%	0.3%	0.1%	0.1%	2.9%	3.2%	2.4%

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICED MEALS

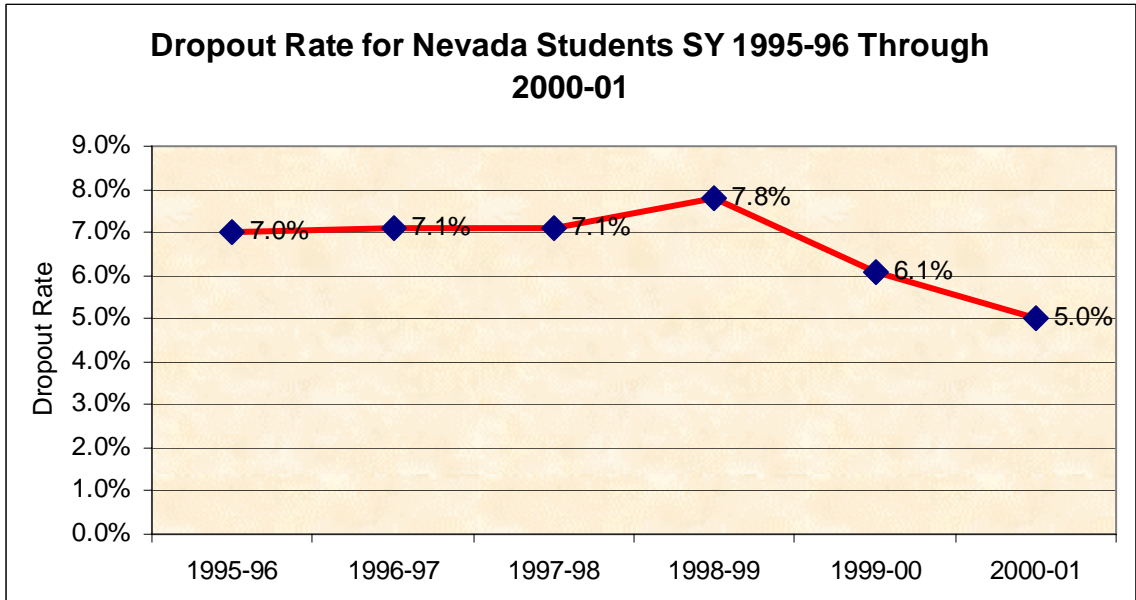
Percent of Elementary and Secondary School Students
Eligible for Free or Reduced-Price Meals: 2001



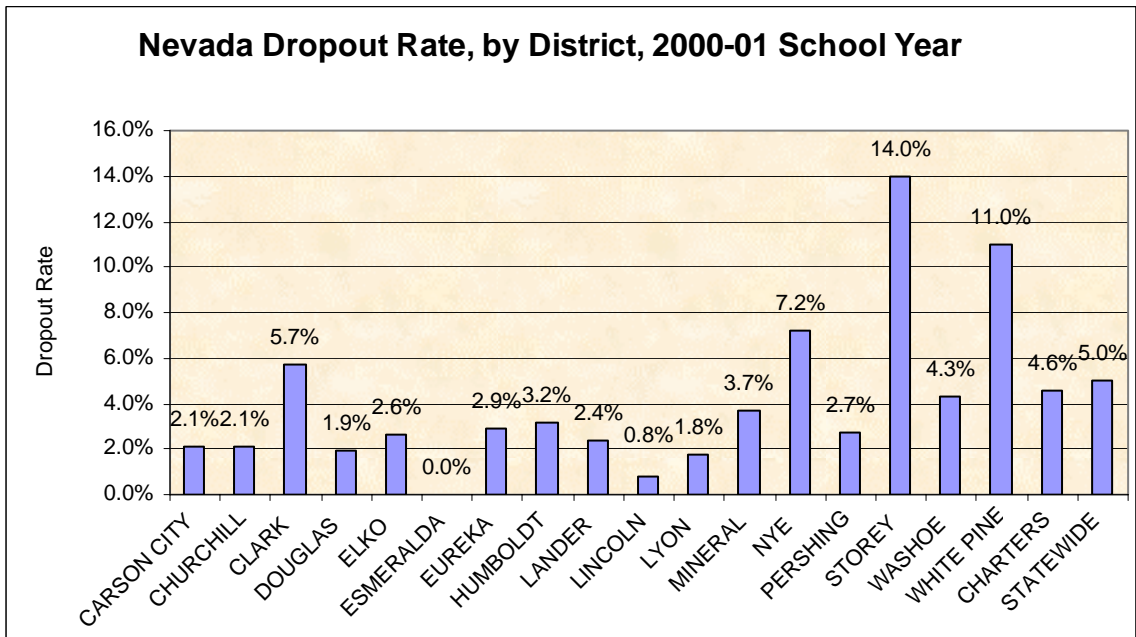
Source: U.S. Department of Education, NCES, Overview of Public Elementary and Secondary Schools and Districts: School Year 2000-2001, in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DROPOUT RATE



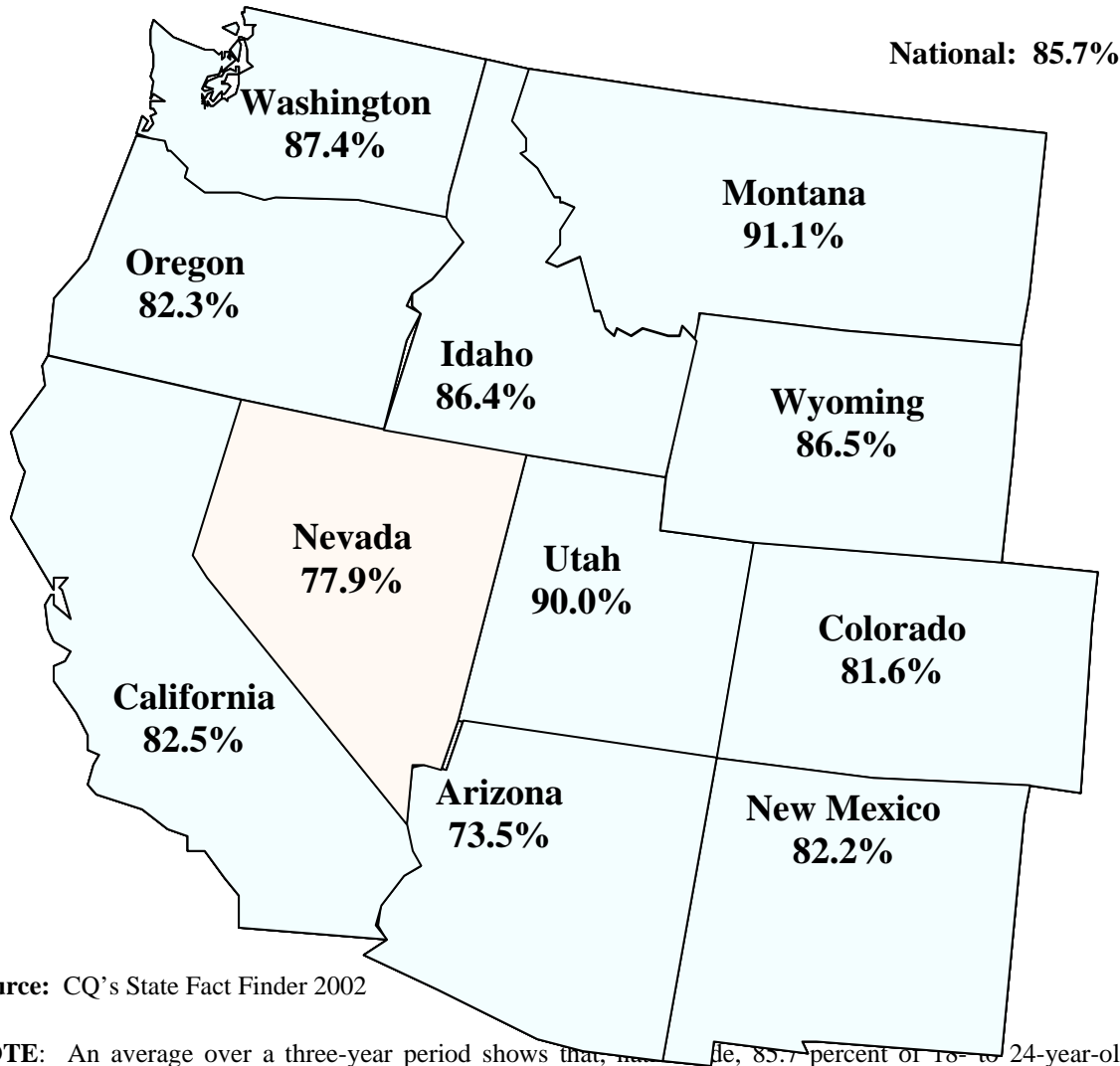
Source: Orval Nutting. *Nevada Public School Dropouts, School Year 2000-2001*. Nevada Department of Education, March 2002.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

HIGH SCHOOL COMPLETION RATES

HIGH SCHOOL COMPLETION RATES THREE-YEAR AVERAGE, 1998-2000 PERCENT OF 18- TO 24-YEAR-OLDS COMPLETING HIGH SCHOOL NEVADA AND WESTERN STATES



Source: CQ's State Fact Finder 2002

NOTE: An average over a three-year period shows that, nationwide, 85.7 percent of 18- to 24-year-olds have graduated from high school. Subtracting this figure from a 100 percent graduation rate suggests a "dropout" rate of 14.3 percent. This approach is one of several ways of comparing dropout rates among the states. The U.S. Department of Education has produced a dropout rate statistic that relies on a count of dropouts. Currently, only 37 states have reliable data that use this concept. The data in this table are from the Census Bureau and were released by the National Center for Education Statistics in a report titled *Dropout Rates in the United States: 2000*, November 15, 2001.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

HIGH SCHOOL DIPLOMAS

NUMBER OF HIGH SCHOOL DIPLOMAS ISSUED STATEWIDE FOR 1996-2002

Number of Diplomas	1996	1997	1998	1999	2000	2001*	2002*
Adult Diplomas	620	787	535	633	728	815	935**
Adjusted Diplomas	367	339	443	573	745	669	926
Standard Diplomas	10,374	11,299	11,975	12,633	13,265	13,463	14,282
Totals	11,361	12,425	12,953	13,839	14,738	14,947	16,143

* Projected

** Number includes adult diplomas issued from institutions, correctional centers, prisons, etc.

Source: Nevada Department of Education.

PERCENTAGE OF TYPES OF HIGH SCHOOL DIPLOMAS STATEWIDE FOR 1996-2002

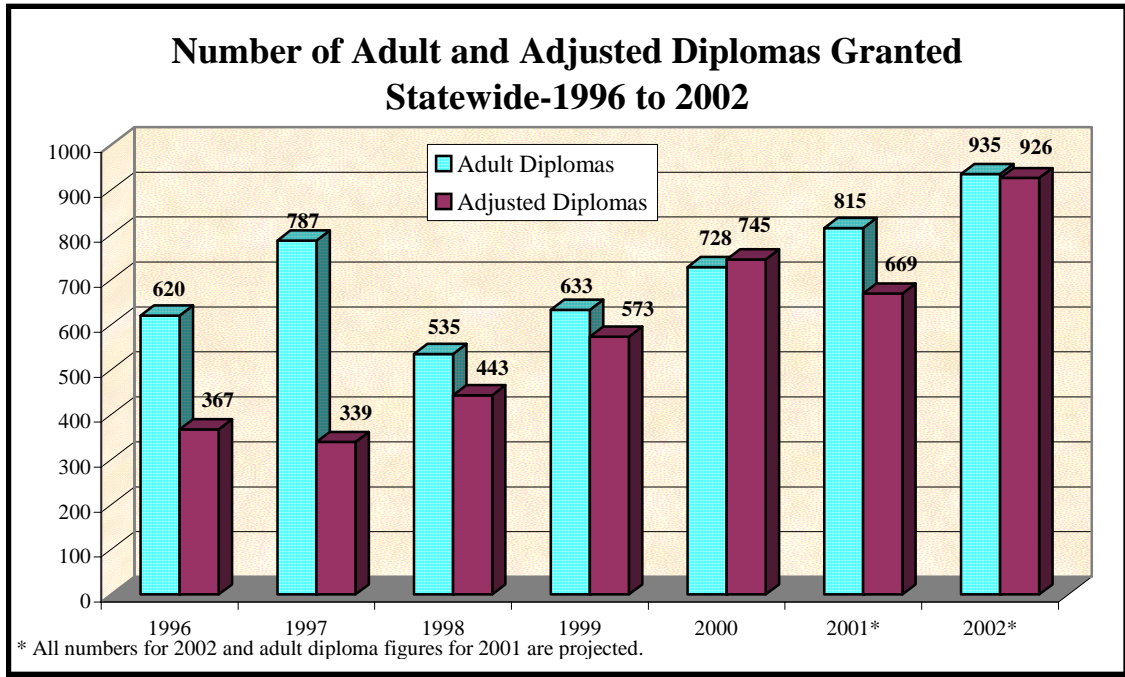
Percent of Total Diplomas	1996	1997	1998	1999	2000	2001*	2002*
Adult Diplomas	6%	6%	4%	5%	5%	5%	6%
Adjusted Diplomas	3%	3%	3%	4%	5%	5%	6%
Standard Diplomas	91%	91%	92%	91%	90%	90%	88%

* Based upon projected figures.

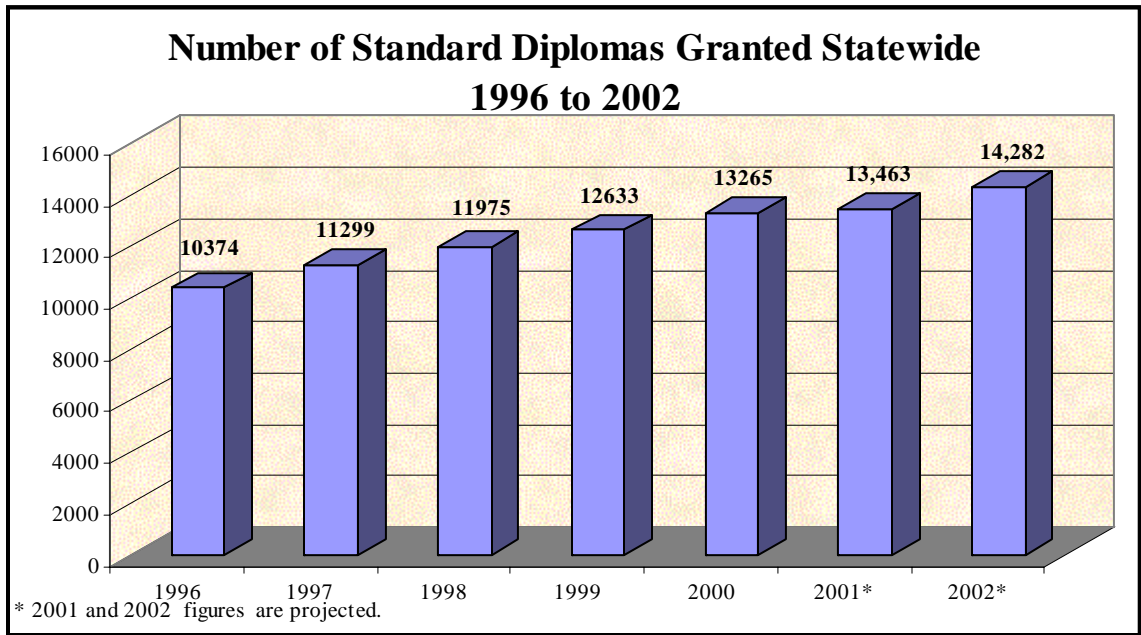
Source: Nevada Department of Education, 2003

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

HIGH SCHOOL DIPLOMAS



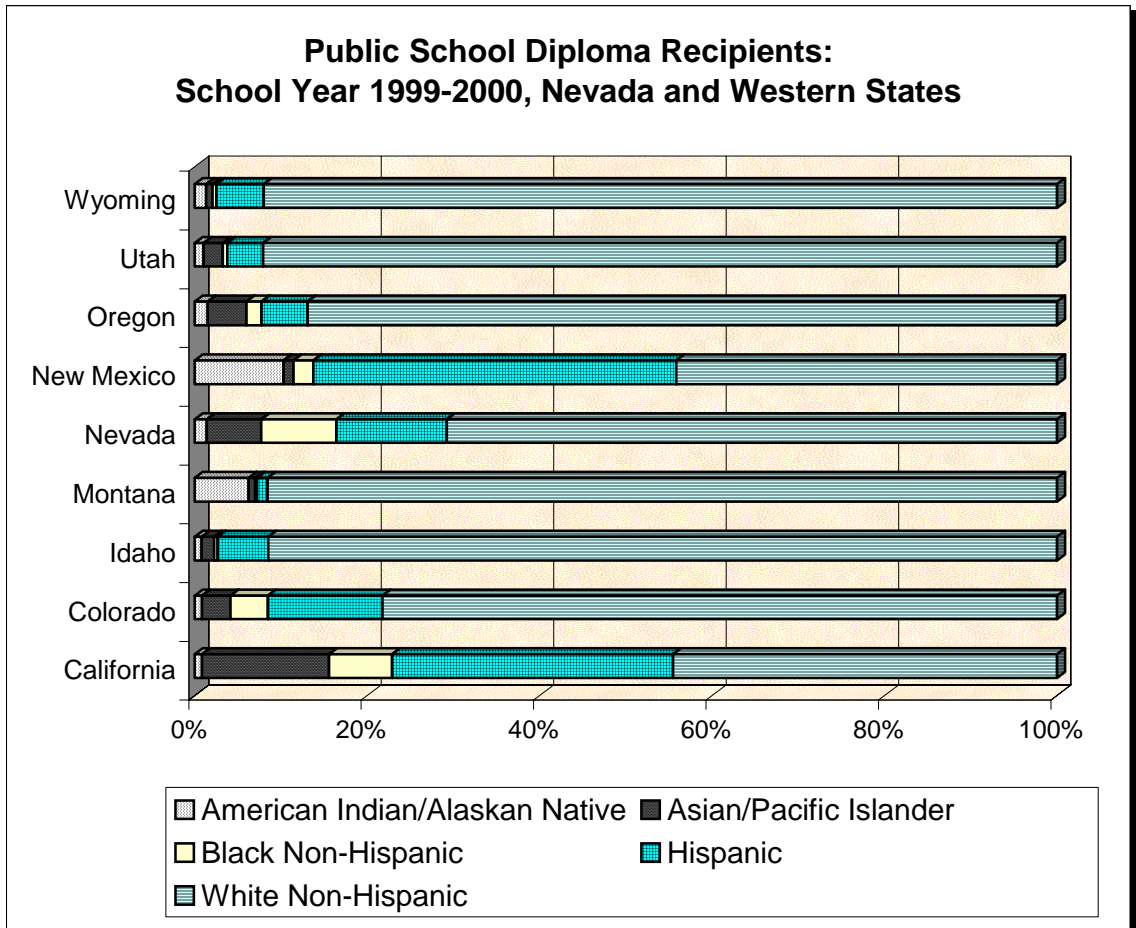
Source: Nevada Department of Education



Source: Nevada Department of Education

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

HIGH SCHOOL DIPLOMAS - ETHNICITY

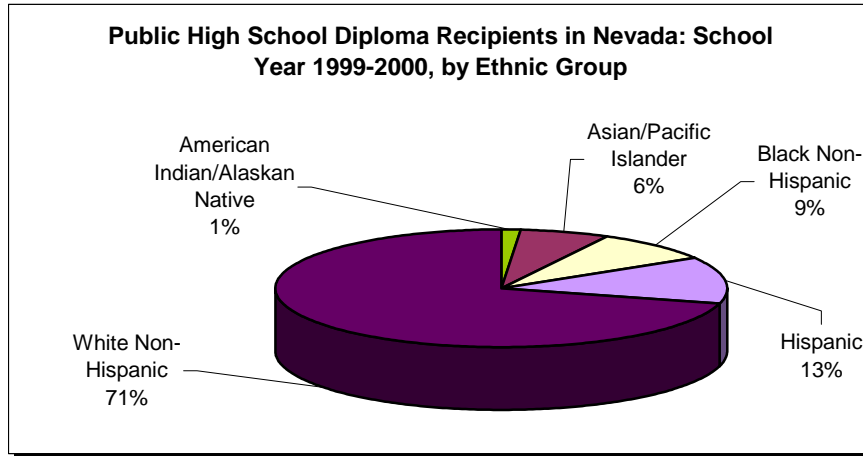


	American Indian/Alaskan Native	Asian/Pacific Islander	Black Non-Hispanic	Hispanic	White Non-Hispanic	Totals
California	2655	45499	22536	100637	137578	308905
Colorado	321	1288	1693	5172	30450	38924
Idaho	130	234	64	948	14792	16168
Montana	681	82	23	134	9983	10903
Nevada	204	920	1265	1863	10299	14551
New Mexico	1858	207	416	7591	7959	18031
Oregon	448	1340	519	1595	25880	29782
Utah	328	731	168	1349	29925	32501

Source: NCES, *Public School Student, Staff, and Graduate Counts by State, School Year 2000-01*, E. D. Tabs, 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

HIGH SCHOOL DIPLOMAS—ETHNICITY



Source: NCES, *Public School Student, Staff, and Graduate Counts by State, School Year 2000-01*, E. D. Tabs, 2002.

County	White, Non-Hispanic	Black, Non-Hispanic	Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander
Carson City	368	3	49	11	22
Churchill	225	3	24	15	27
Clark	5,784	981	1446	55	1,234
Douglas	432	3	18	7	10
Elko	442	1	84	29	6
Esmeralda*	0	0	0	0	0
Eureka	22	0	0	1	0
Humboldt	213	1	32	10	0
Lander	62	0	20	0	1
Lincoln	74	7	4	1	1
Lyon	289	2	35	12	1
Mineral	40	4	4	2	0
Nye	252	9	42	1	10
Pershing	42	0	11	1	1
Storey	17	0	3	0	1
Washoe	1,934	250	73	56	227
White Pine	103	0	19	3	2
Statewide	10,299	1,264	1,864	204	1,543

* Esmeralda does not have a high school; the students attend high school in neighboring Nye County.

Note: The counts of graduates are for students receiving a standard diploma.

Source: NCES. *Common Core of Data for 2000-2001 school year*, Build a Table 2003.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

GRADUATION/COMPLETION RATES

NEVADA PUBLIC SCHOOL GRADUATION/COMPLETION RATES SCHOOL YEAR 2000-2001

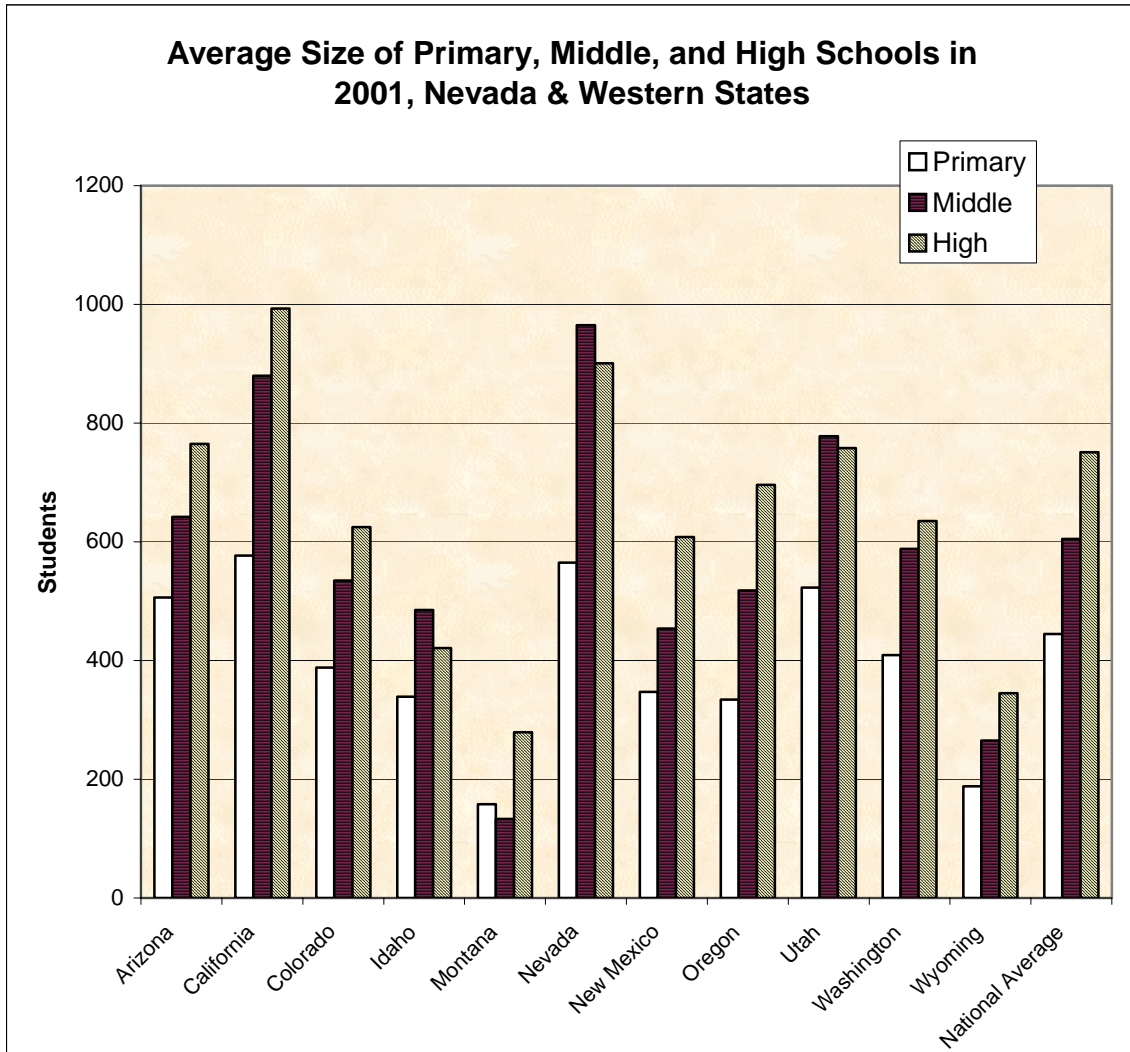
District	Dropouts				Graduates		Certificate of Attendance	Completers	
	1997-98 9 th Grade	1998-99 10 th Grade	1999-00 11 th Grade	2000-01 12 th Grade	Number	2000-01 Rate		Total	2000-01 Rate
NEVADA	892	1106	1496	2282	15,128	70.1	680	15,808	73.2
Carson	16	4	38	25	462	84.8	0	462	84.8
Churchill	9	9	1	20	235	85.1	2	237	85.9
Clark	686	798	1073	1801	9571	66.1	544	10,115	69.9
Douglas	16	9	11	24	420	87.0	3	423	87.6
Elko	19	26	35	22	553	82.0	19	572	84.9
Eureka	0	0	0	1	23	95.8	0	23	95.8
Humboldt	8	5	5	14	218	85.2	6	224	87.5
Lander	10	6	6	2	81	76.4	1	82	77.4
Lincoln	1	0	0	0	85	98.8	0	85	98.8
Lyon	17	17	14	9	330	83.8	7	337	85.5
Mineral	0	7	3	6	39	70.9	0	39	70.9
Nye	32	27	14	20	268	73.8	2	270	74.4
Pershing	0	0	1	1	44	93.6	1	45	95.7
Storey	1	0	2	5	27	65.9	6	33	80.5
Washoe	68	168	252	305	2614	74.9	82	2696	77.3
White Pine	9	12	25	8	107	66.5	0	107	66.5

Source: Accountability Brief, April 2002, Nevada Department of Education, Office of Finance, Accountability & Audit.

NOTE: Nevada's high school graduates receive one of the following diploma types: Standard, Adjusted, and Adult. Students who earn the required units of credit for high school graduation, but fail to pass one or more portions of the High School Proficiency Examination are eligible to receive a certificate of attendance and are considered high school completers, but not high school graduates. These counts do not include GED credential recipients.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY – SIZE OF SCHOOL FACILITIES

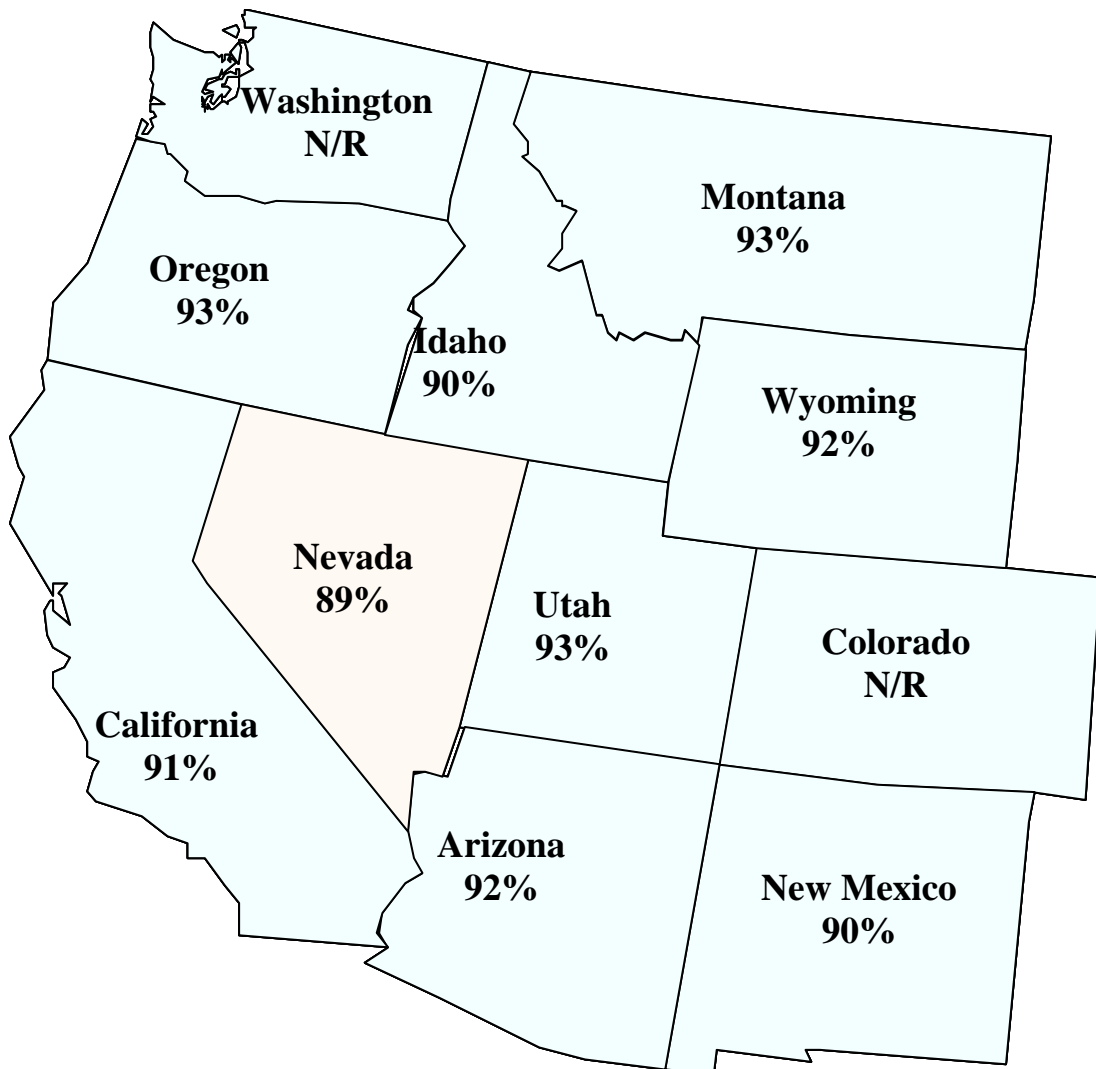


Source: U.S. Bureau of the Census, *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

PERCENTAGE OF 4TH GRADERS REPORTING THAT THEY FEEL
MODERATELY OR VERY SAFE IN SCHOOL
(FOR WESTERN STATES - 2000)

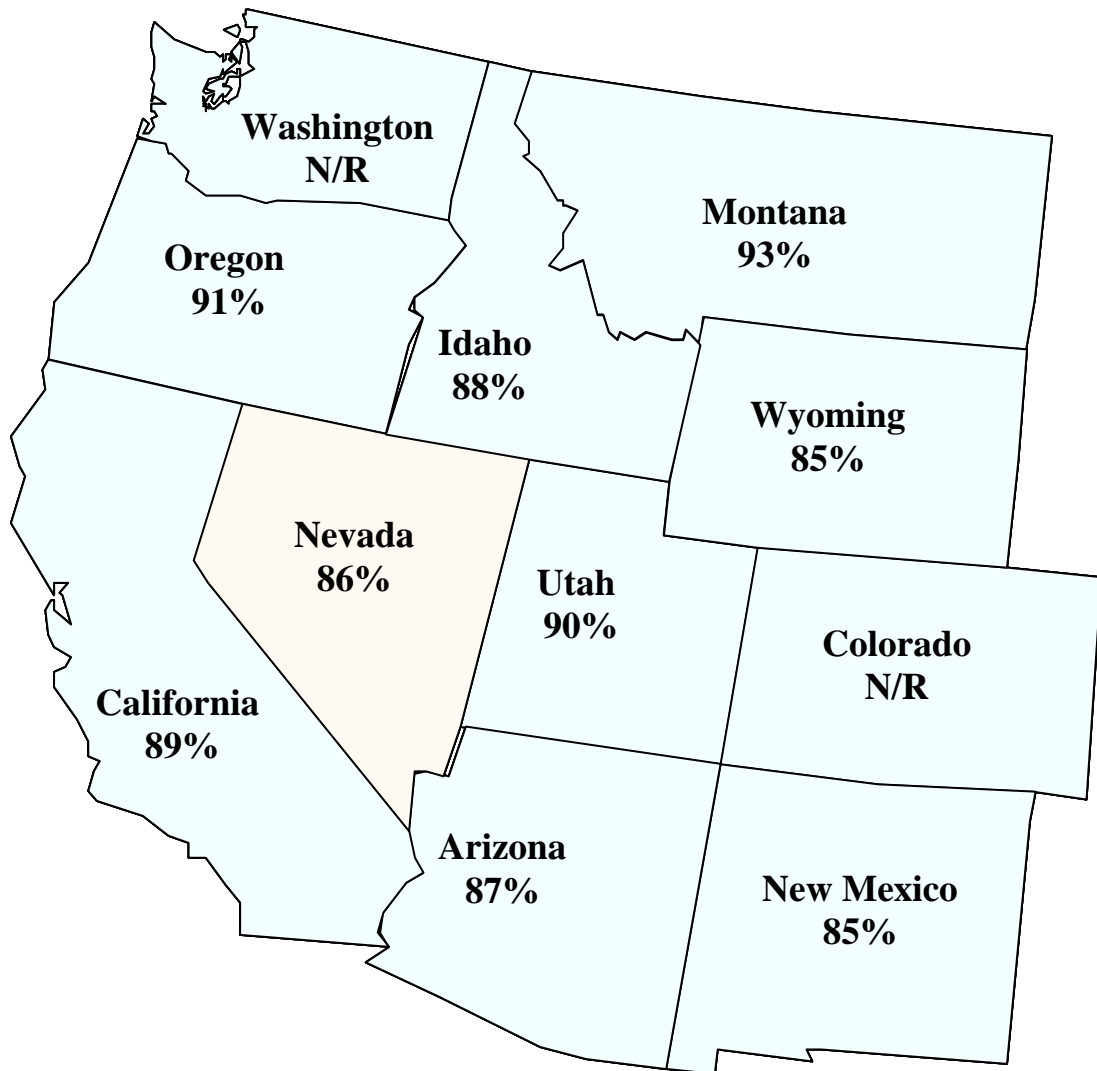


Source: School Climate, *Quality Counts 2003*, Education Week

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

**PERCENTAGE OF 8TH GRADERS REPORTING THAT THEY FEEL
MODERATELY OR VERY SAFE IN SCHOOL
(FOR WESTERN STATES - 2000)**

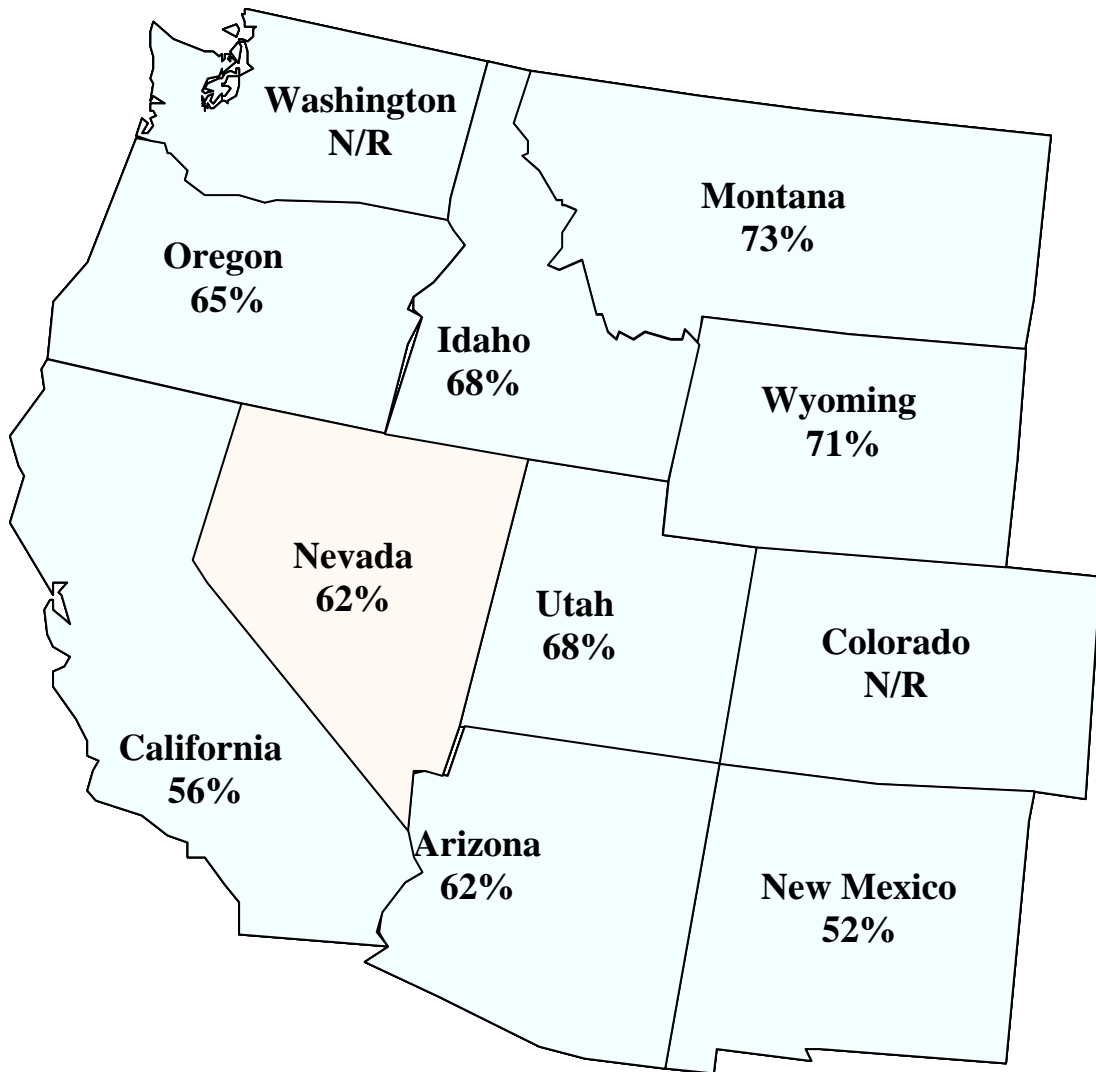


Source: School Climate, *Quality Counts 2003*, Education Week

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

**PARENTAL INVOLVEMENT:
PERCENTAGE OF SCHOOL OFFICIALS REPORTING LACK OF
PARENTAL INVOLVEMENT IS NOT A PROBLEM OR A
MINOR PROBLEM IN 4TH GRADE
(FOR WESTERN STATES - 2000)**

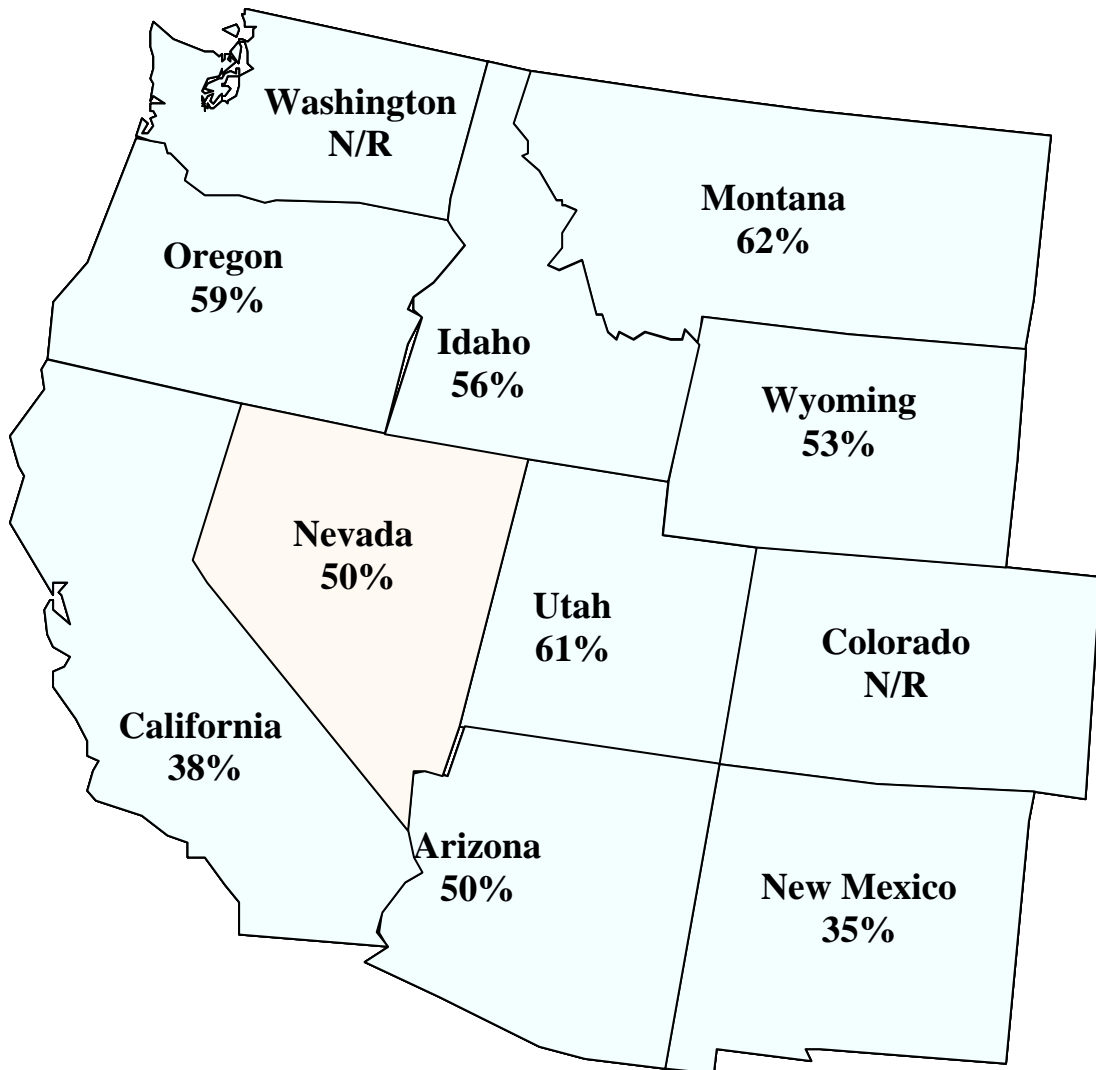


Source: School Climate, *Quality Counts 2003*, Education Week

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

**PARENTAL INVOLVEMENT:
PERCENTAGE OF SCHOOL OFFICIALS REPORTING LACK OF
PARENTAL INVOLVEMENT IS NOT A PROBLEM OR A
MINOR PROBLEM IN 8TH GRADE
(FOR WESTERN STATES - 2000)**



Source: School Climate, *Quality Counts 2003*, Education Week

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

PERCENT OF HIGH SCHOOL STUDENTS REPORTING FOR 1999-2001

	IDAHO		MONTANA		NEVADA		UTAH		WYOMING		NATIONAL	
	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001
Carried a Weapon to School	N/A	10.3%	9.2%	8.7%	8.1%	6.9%	6.7%	8.3%	11.8%	8.4%	6.9%	6.4%
Were Threatened or Hurt by a Weapon	N/A	8%	6.5%	8.5%	9.4%	8.8%	7.2%	7.8%	8.1%	9.4%	7.7%	8.9%
Were in a Fight	N/A	12.8%	12.7%	12.2%	13.7%	13%	11.7%	11.7%	12.9%	13.5%	14.2%	12.5%

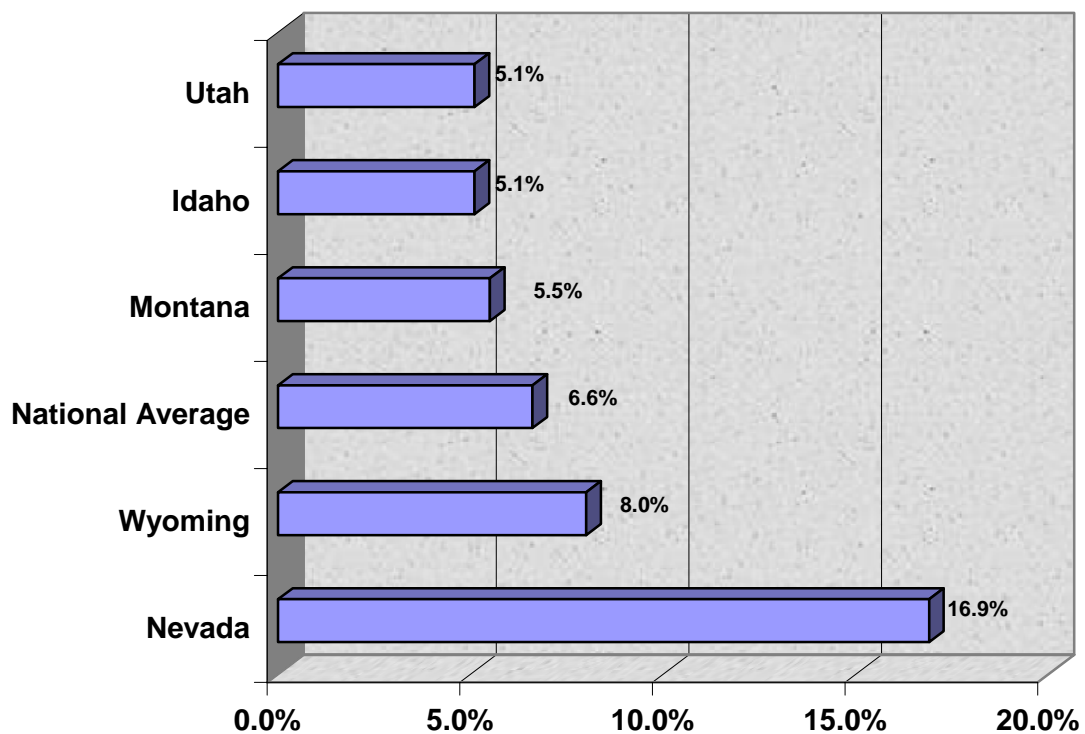
Source: NCES *Common Core of Data*, 2001.



DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

Percentage of High School Students Who Felt Too Unsafe to Go to School: 2001

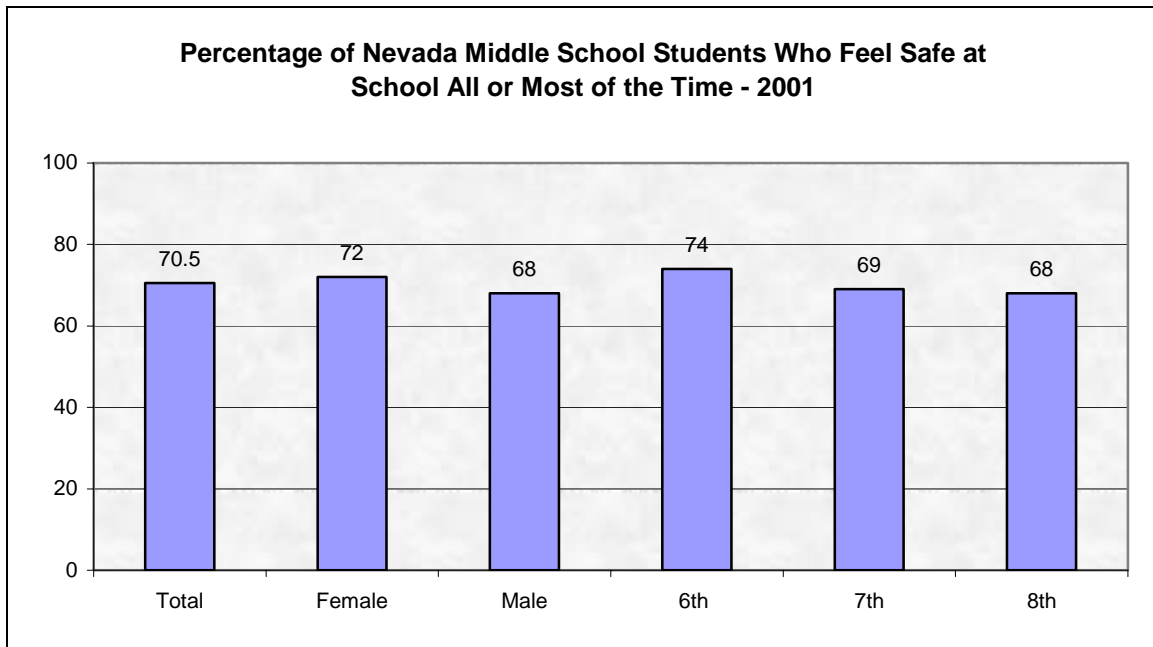
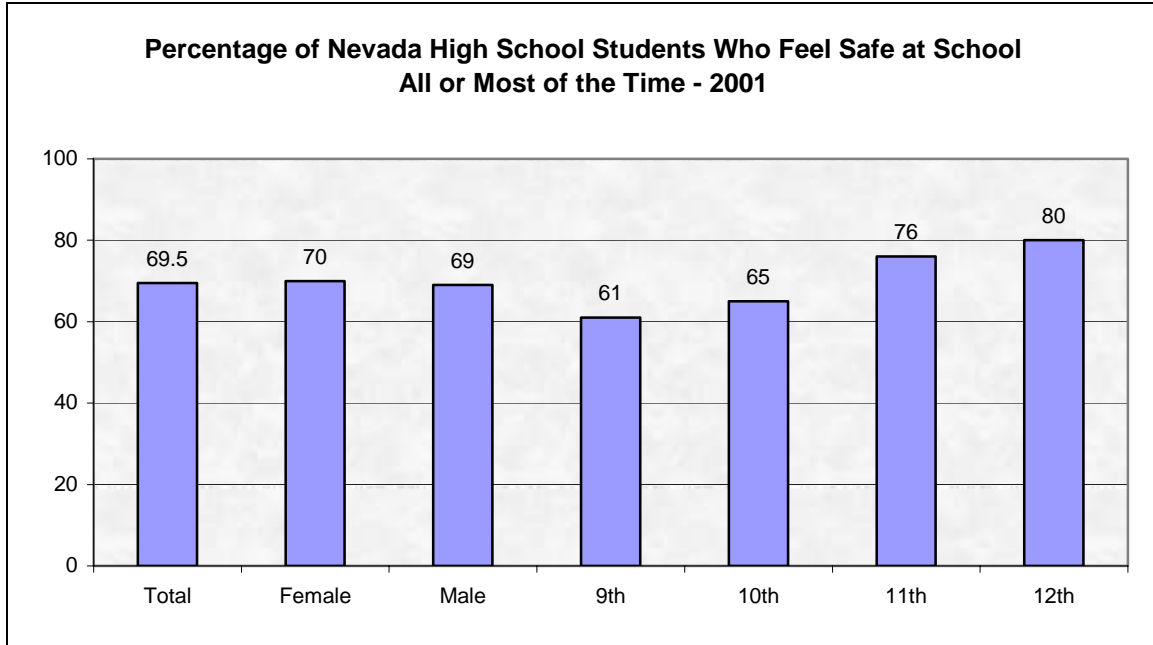


Note: Omitted Western states not reporting.

Source: U.S. Department of Health and Human Services, CDC, "Youth Risk Behavior Surveillance – U.S. 2001" in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

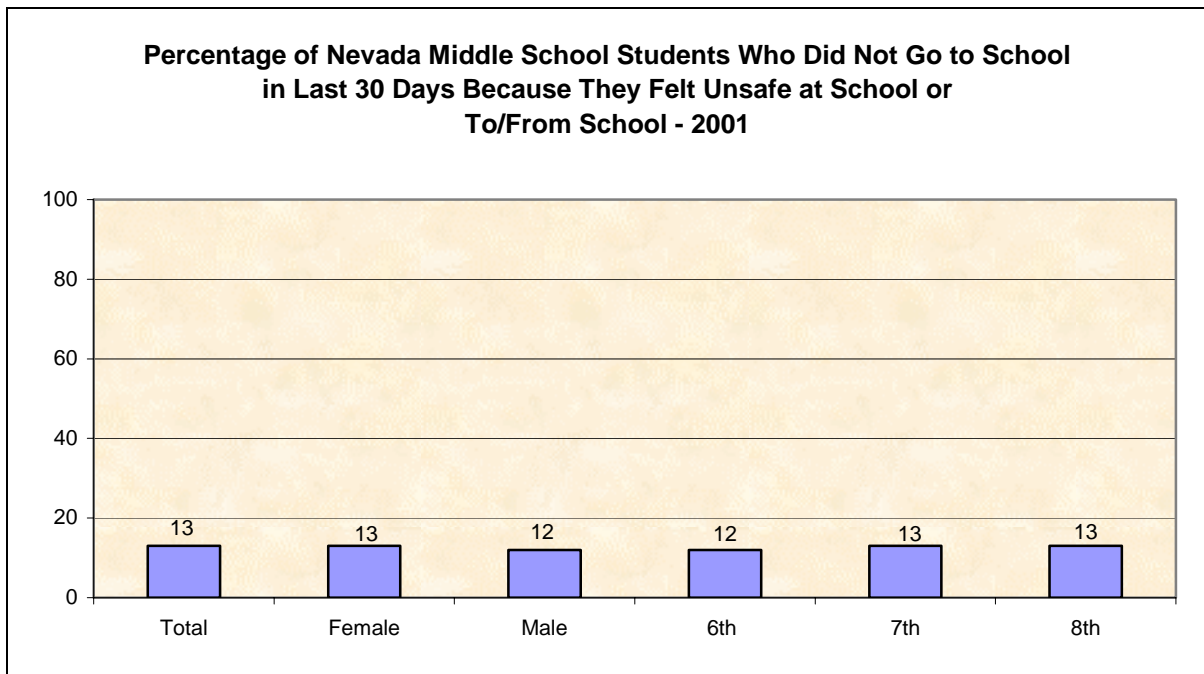
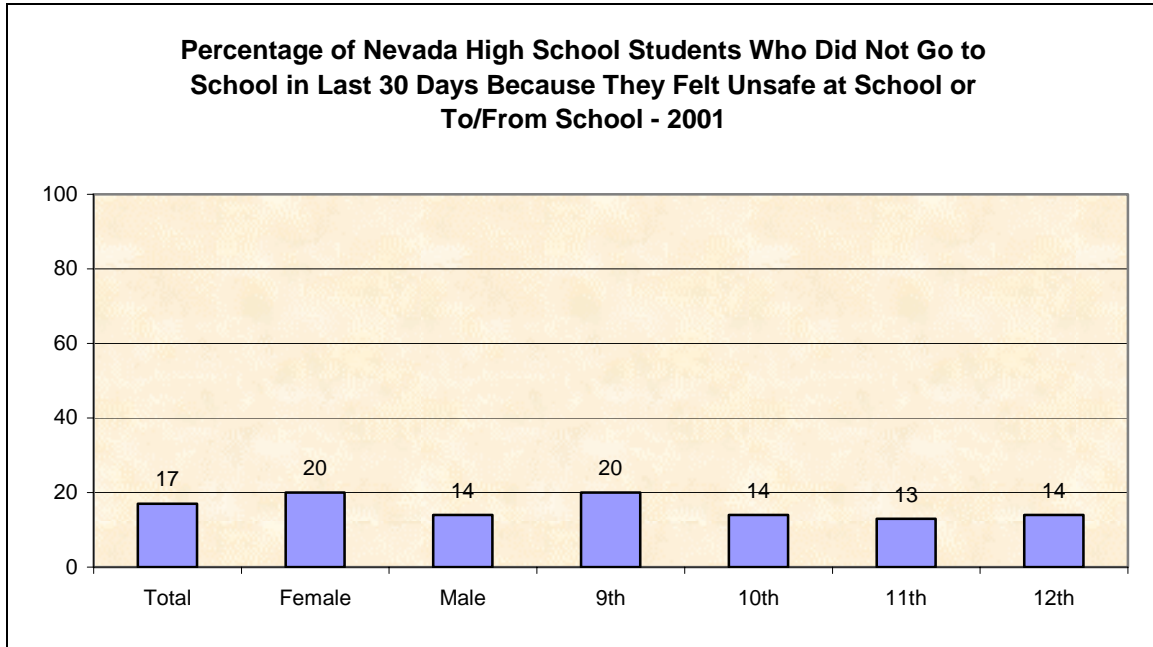
SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2001*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

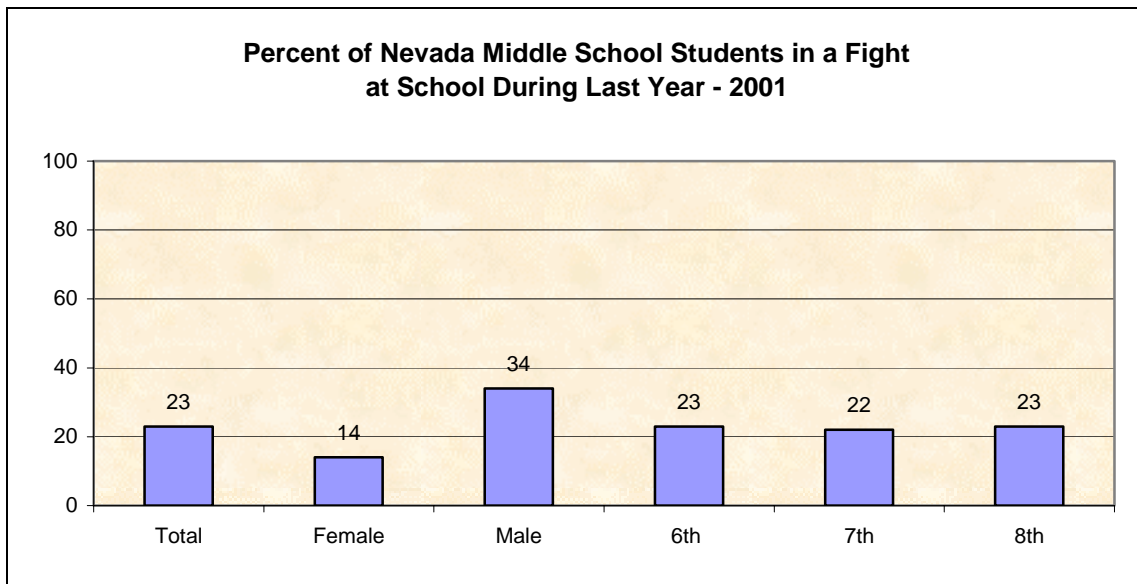
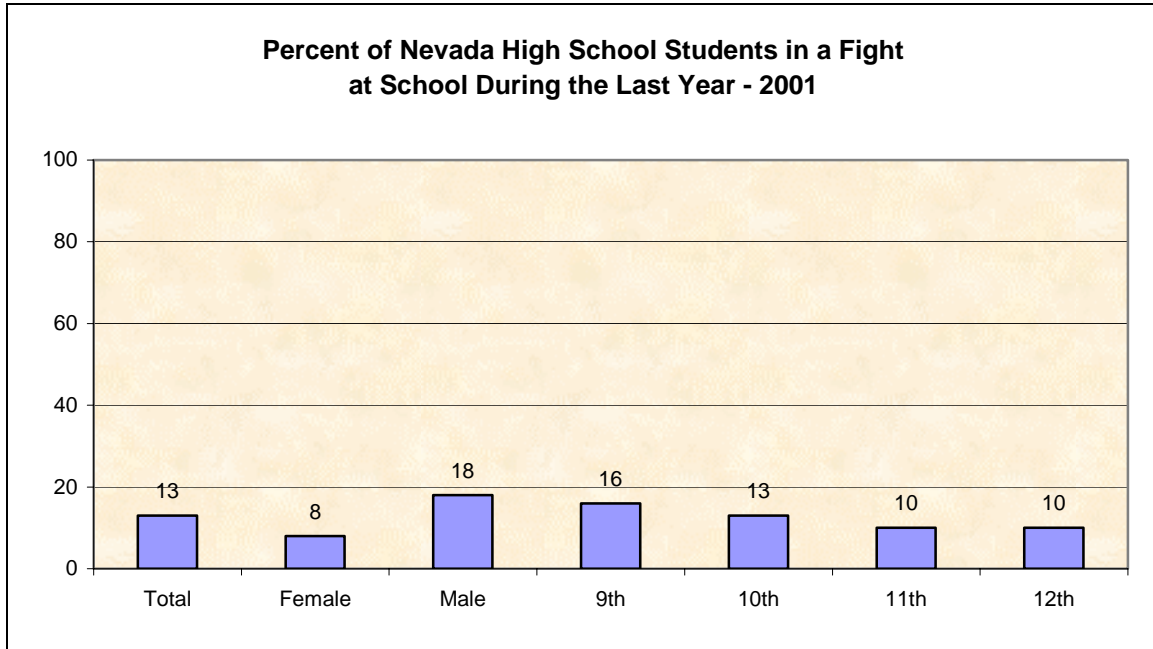
SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2001*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY

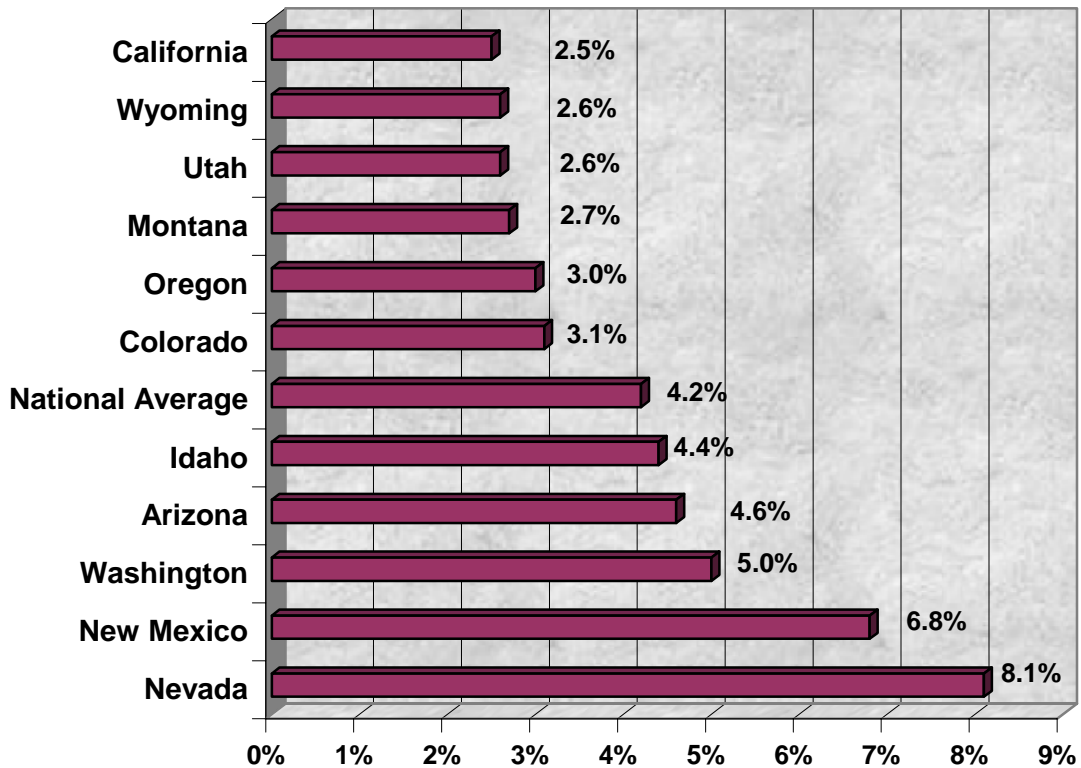


Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2001*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY—TEACHERS

Percent of Public School Teachers Reporting Being Physically Attacked in the Past 12 Months: 2000

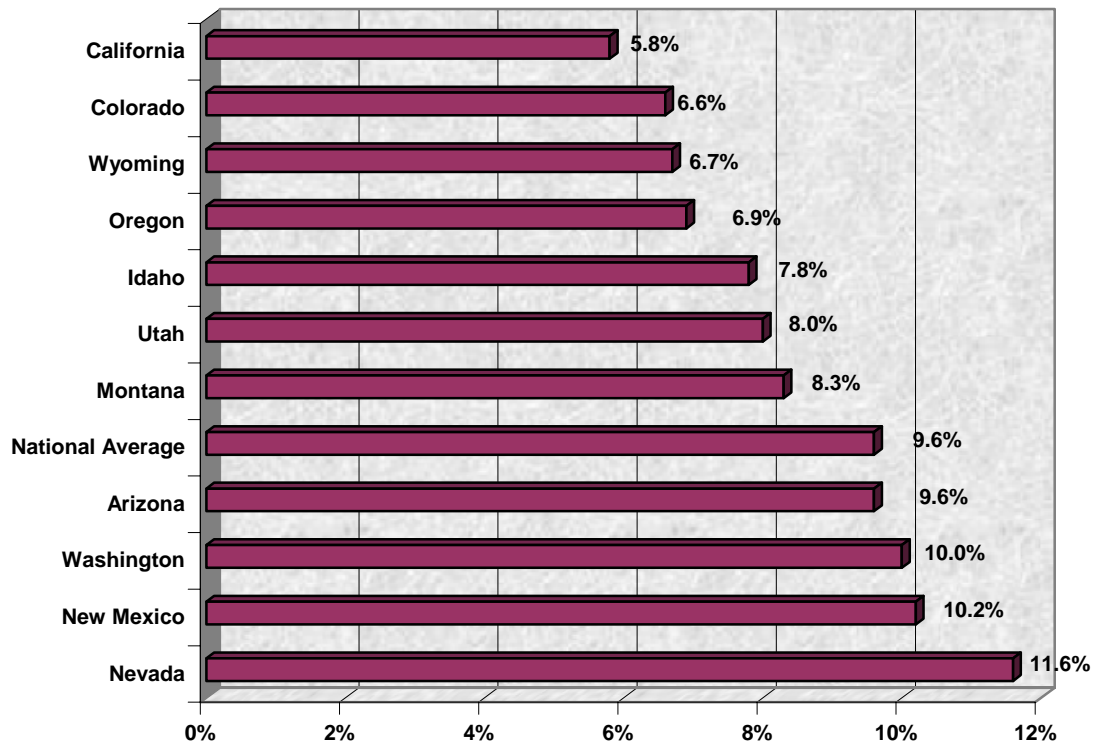


Source: U.S. Department of Education, NCES, "Schools and Staffing Survey: 1999-2000" in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

SCHOOL SAFETY—TEACHERS

Percent of School Teachers Reporting Being Threatened
with Injury in the Past 12 Months: 2000



Source: U.S. Department of Education, NCES, "Schools and Staffing Survey: 1999-2000" in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENT DISCIPLINE IN NEVADA — ELEMENTARY

DISCIPLINARY DATA ELEMENTS REQUIRED BY A.B. 521 AND A.B. 15 (1999 SESSION) FOR PUBLIC ELEMENTARY SCHOOLS—SCHOOL YEAR 2000-2001						
	Students Removed From Class by Teacher	Number of Students Removed Plus Number of Times Removed	Number of Habitual Truants Referred to Enforcement	Number of Students Plus Number of Times Referred to Enforcement	Number of Habitual Truants Referred to Attend. Board	Number of Students Plus Number of Times Referred to Attend. Board
Carson City	0	0	5	14	29	32
Churchill	0	0	0	0	0	0
Clark	2	2	105	108	N/A	N/A
Douglas	0	0	0	0	0	0
Elko	29	32	56	118	0	0
Esmeralda	0	0	0	0	0	0
Eureka	0	0	0	0	0	0
Humboldt	0	0	0	0	0	0
Lander	9	12	1	1	0	0
Lincoln	4	7	1	1	1	1
Lyon	2	2	0	0	0	0
Mineral	0	0	0	0	0	0
Nye	74	151	26	39	0	0
Pershing	NR	NR	NR	NR	NR	NR
Storey	0	0	0	0	0	0
Washoe	26	44	4	4	21	21
White Pine	0	0	0	4	0	0
Charter Schools	0	0	0	0	0	0
State Total	146	250	198	289	51	54

Source: Nevada Department of Education, *Impact of Student Discipline Legislation in Nevada Public Schools*, August 2002.

STUDENT DISCIPLINE IN NEVADA — SECONDARY

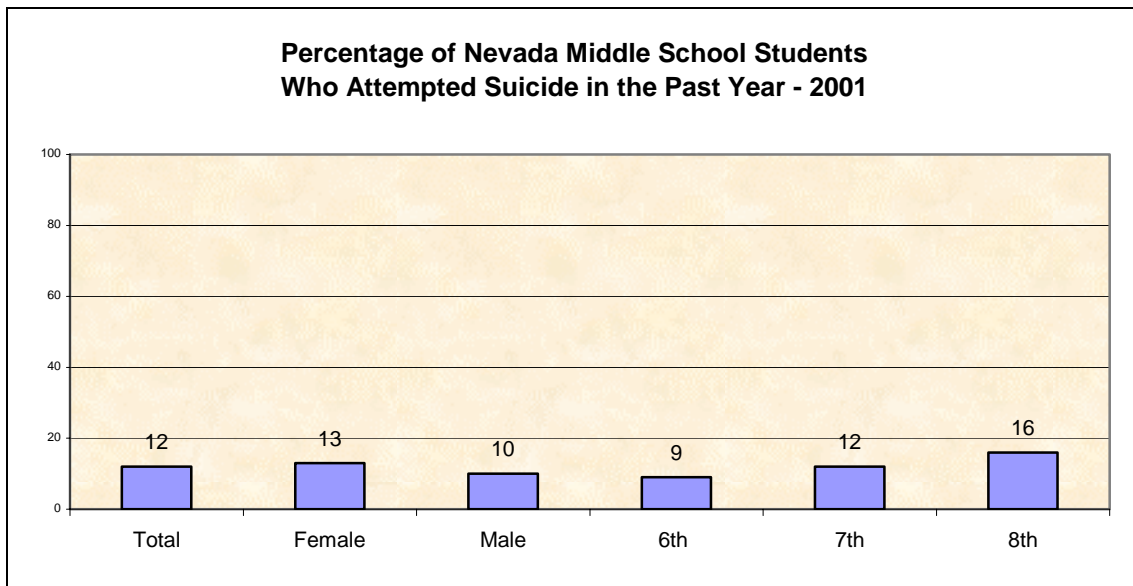
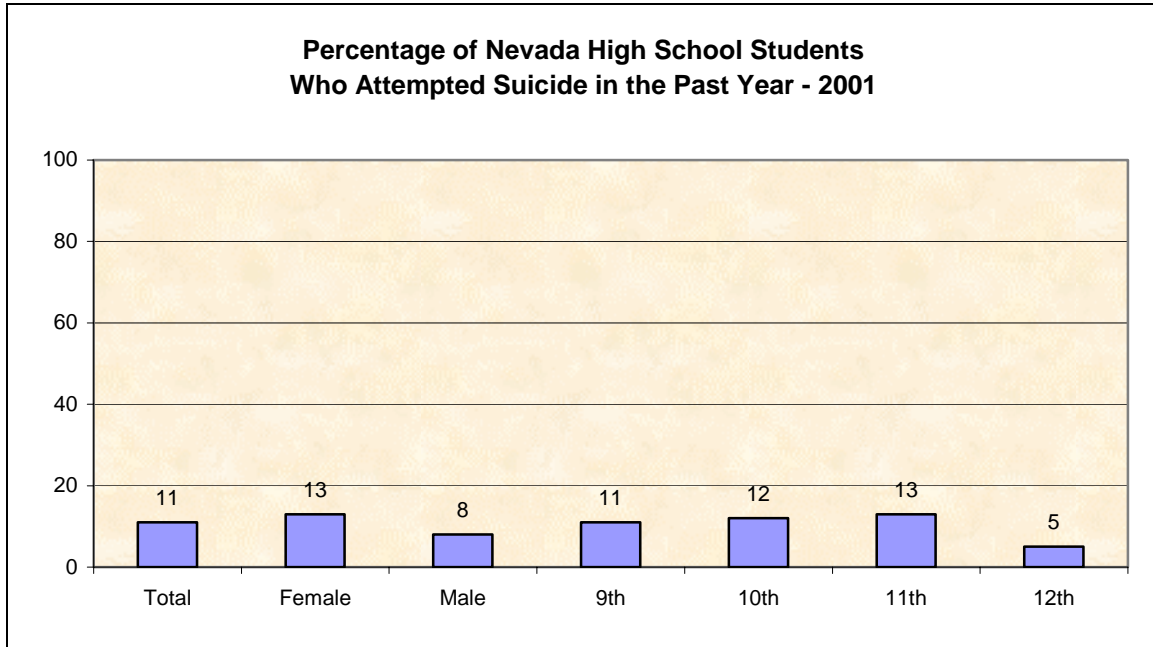
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

DISCIPLINARY DATA ELEMENTS REQUIRED BY A.B. 521 AND A.B. 15 (1999 SESSION) FOR PUBLIC SECONDARY SCHOOLS—SCHOOL YEAR 2000-2001						
School District	Students Removed from Class by Teacher	Number of Students Removed Plus Number of Times Removed	Number of Habitual Truants Referred to Enforcement	Number of Students Plus Number of Times Referred to Enforcement	Number of Habitual Truants Referred to Attend. Board	Number of Students Plus Number of Times Referred to Attend. Board
Carson City	0	0	39	65	40	40
Churchill	25	36	54	7	7	7
Clark	74	78	1764	2025	N/A	N/A
Douglas	0	0	0	0	18	18
Elko	7	22	123	318	0	0
Esmeralda	N/A	N/A	N/A	N/A	N/A	0
Eureka	0	0	0	0	0	0
Humboldt	0	0	62	100	2	2
Lander	1	1	3	3	1	1
Lincoln	0	0	1	2	0	0
Lyon	8	8	51	53	0	0
Mineral	0	0	17	0	0	0
Nye	62	139	128	179	21	43
Pershing	68	136	31	67	31	67
Storey	0	0	0	0	0	0
Washoe	68	56	309	309	87	87
White Pine	9	0	21	21	88	88
Charter Schools	140	400	24	26	35	50
State Totals	462	876	2627	3192	330	403

Source: Nevada Department of Education, *Impact of Student Discipline Legislation in Nevada Public Schools*, August 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

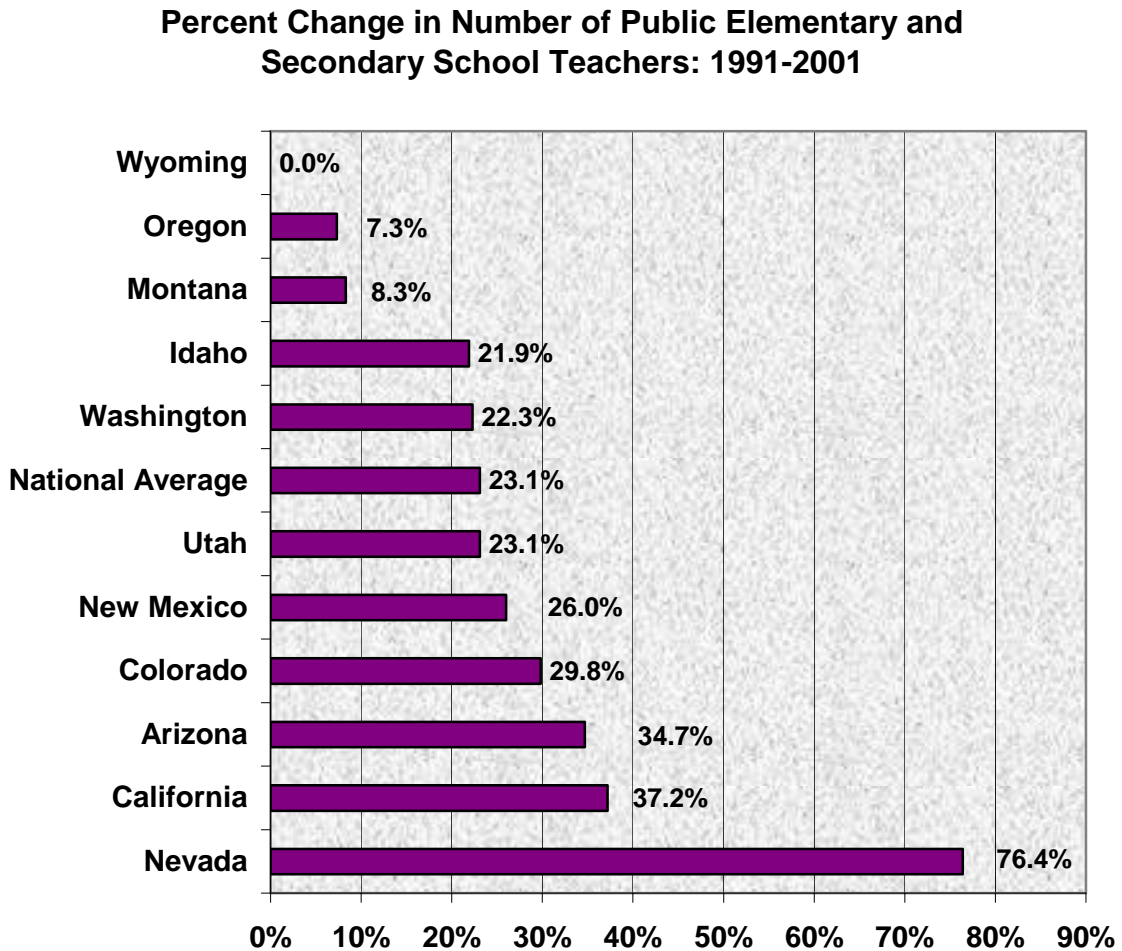
SCHOOL SAFETY



Source: Nevada Department of Education, *Nevada Youth Risk Behavior Survey Report 2001*

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

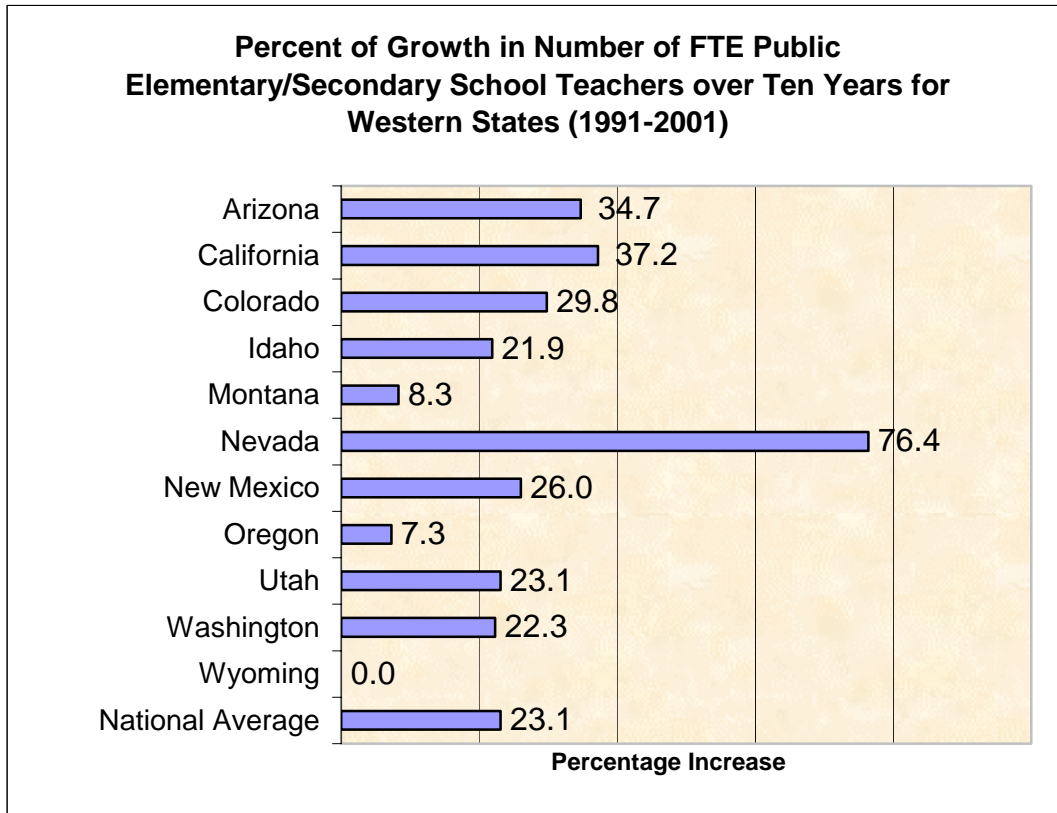
PERCENT CHANGE IN NUMBER OF TEACHERS



Source: U.S. Department of Education, NCES, "Public School, Staff, and Graduate Counts by State: School Year 2000-01" in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL – EMPLOYMENT GROWTH



Source: U.S. Department of Education, National Center for Education Statistics. *Public School Student, Staff, and Graduate Counts by State: School Year 2000-2001*. 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL

PERCENT OF EDUCATIONAL STAFF FOR SELECTED CATEGORIES WESTERN STATES (SY 2000-2001)

	Teachers*	School Administrators	District Administrators	Administrative Support	Instructional Aides	Other Student Support
Arizona	49	2.2	0.4	7.6	13.8	24.3
California	55	2.4	0.5	9.5	11.8	17.9
Colorado	51	2.7	1.1	7.5	11.0	23.6
Idaho	56	2.9	0.5	5.4	10.3	20.3
Montana	53	2.6	0.8	6.4	12.0	20.0
Nevada	59	2.9	0.7	6.1	7.0	21.2
New Mexico	47	2.2	3.6	7.8	11.3	24.8
Oregon	50	2.9	1.5	8.0	14.4	19.5
Utah	54	2.3	0.3	6.7	13.3	19.6
Washington	52	2.8	1.2	6.7	10.6	22.3
Wyoming	49	2.4	1.4	7.2	12.4	23.1
NATIONAL	52	2.5	1.0	6.6	11.2	23.7

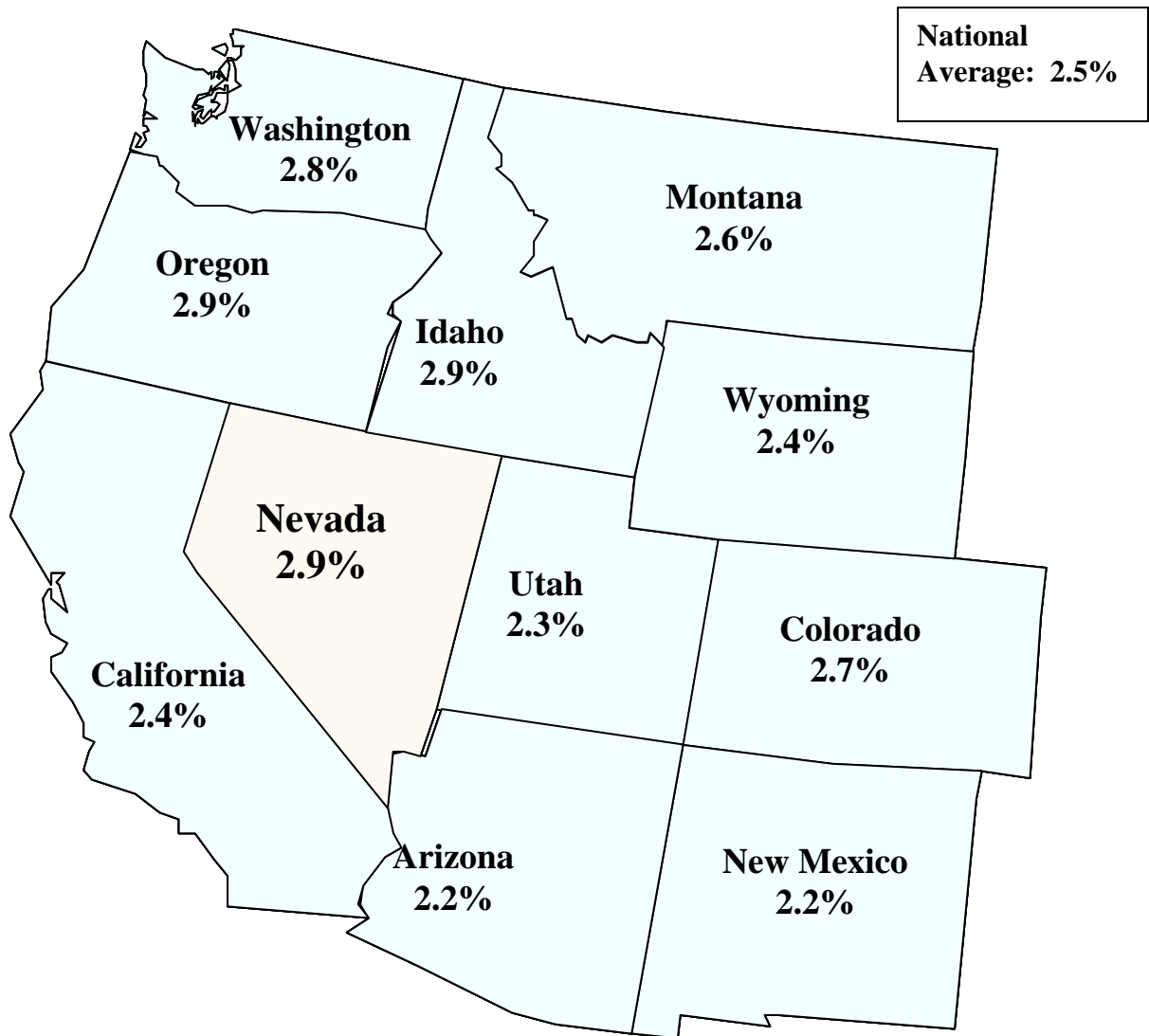
Source: NCES, *Education Statistics Quarterly*, Vol. 4, Issue 2, Summer 2002

* Percentages were rounded to the nearest whole number.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL – SCHOOL ADMINISTRATORS

**PERCENT OF SCHOOL ADMINISTRATORS IN ELEMENTARY/SECONDARY SCHOOL STAFF (AS A PERCENTAGE OF ALL STAFF)
FOR WESTERN STATES (SY 2000-2001)**

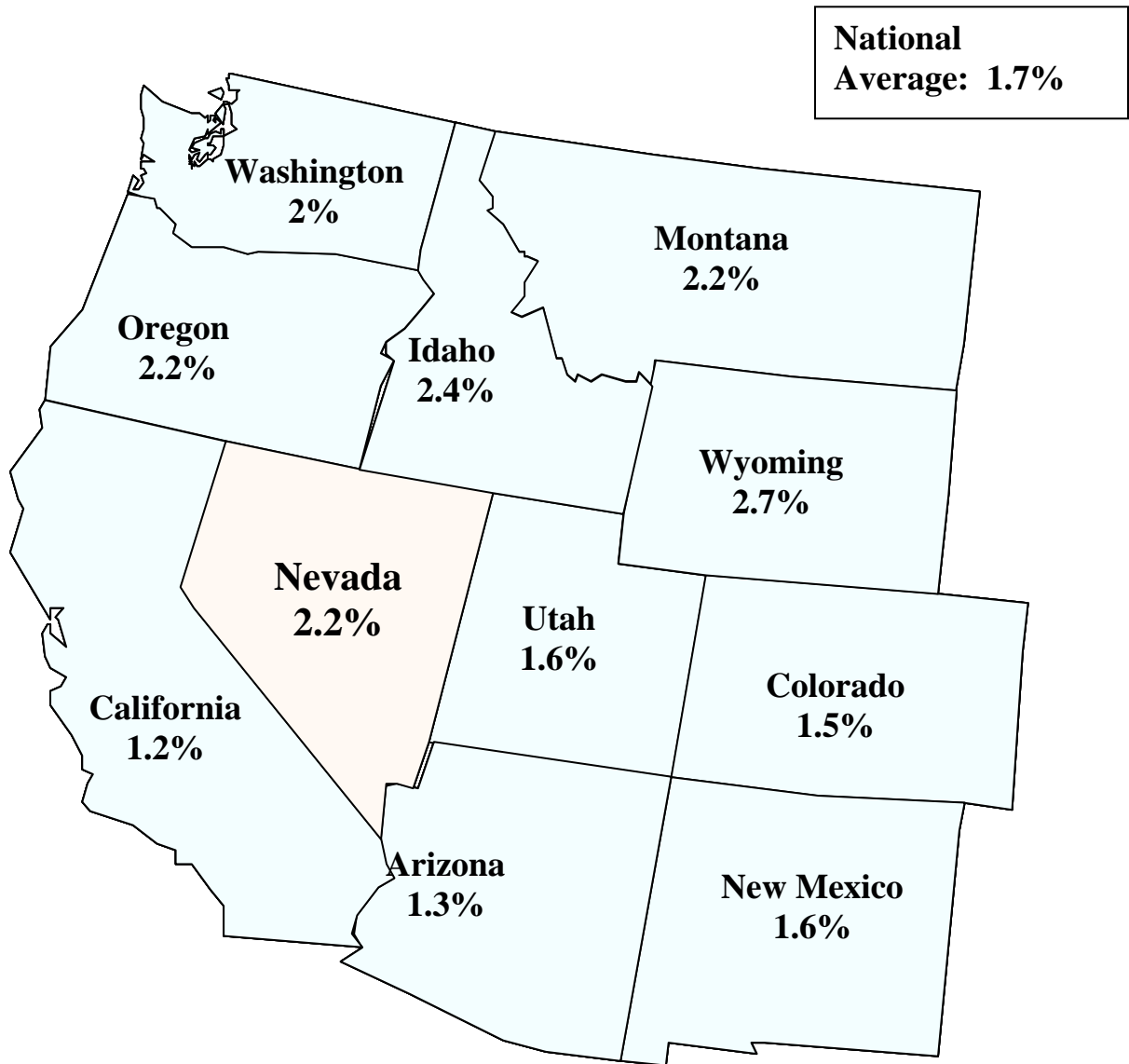


Source: *Education Statistics Quarterly*, Vol. 4, Issue 2, Summer 2002

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL – GUIDANCE COUNSELORS

**PERCENT OF GUIDANCE COUNSELORS IN ELEMENTARY/SECONDARY SCHOOL STAFF (AS A PERCENTAGE OF ALL STAFF)
FOR WESTERN STATES (SY 2000-2001)**

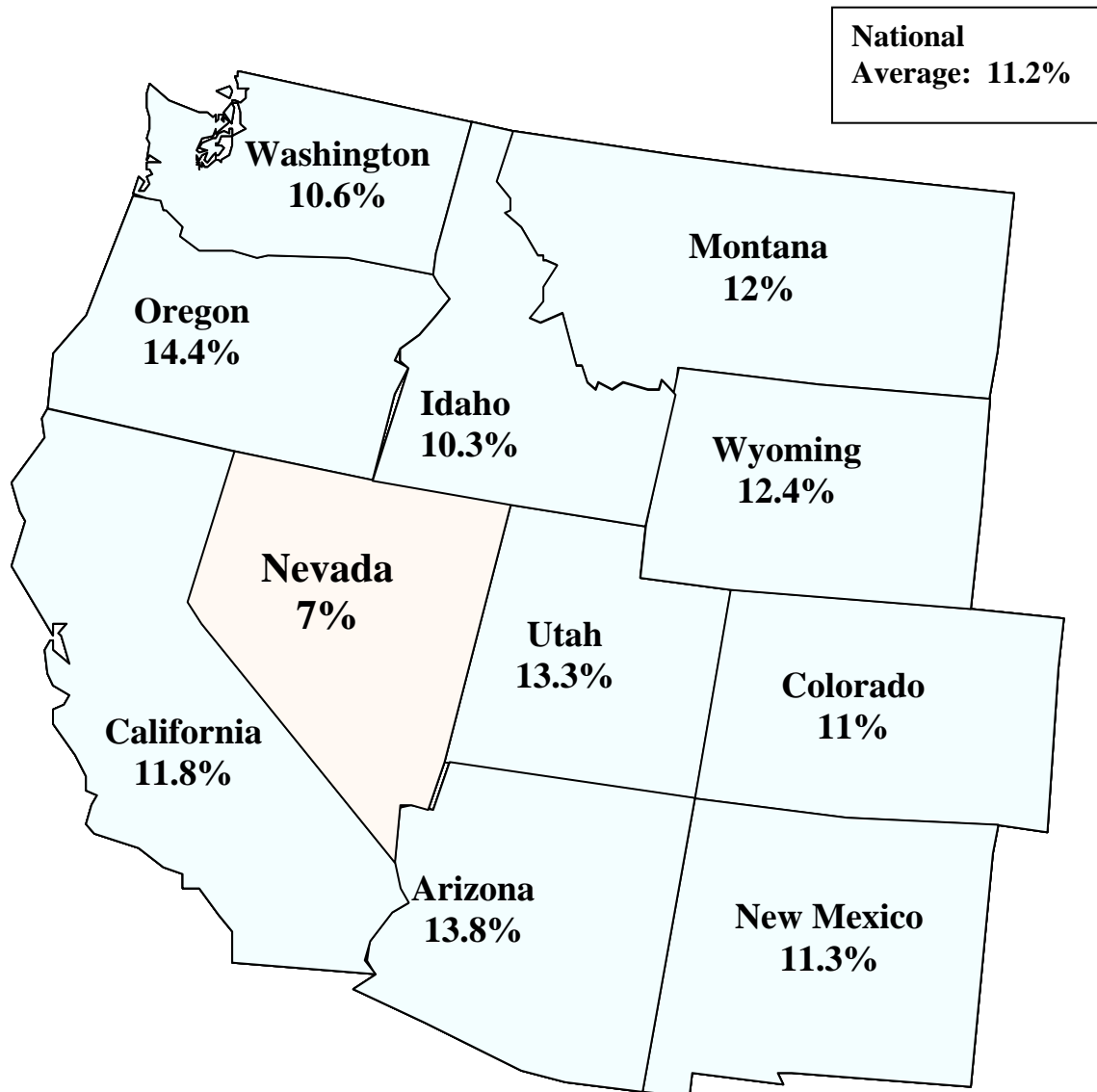


Source: *Education Statistics Quarterly*, Vol. 4, Issue 2, Summer 2002

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL – INSTRUCTIONAL AIDES

PERCENT OF INSTRUCTIONAL AIDES IN ELEMENTARY/SECONDARY SCHOOL STAFF (AS A PERCENTAGE OF ALL STAFF)
FOR WESTERN STATES (SY 2000-2001)

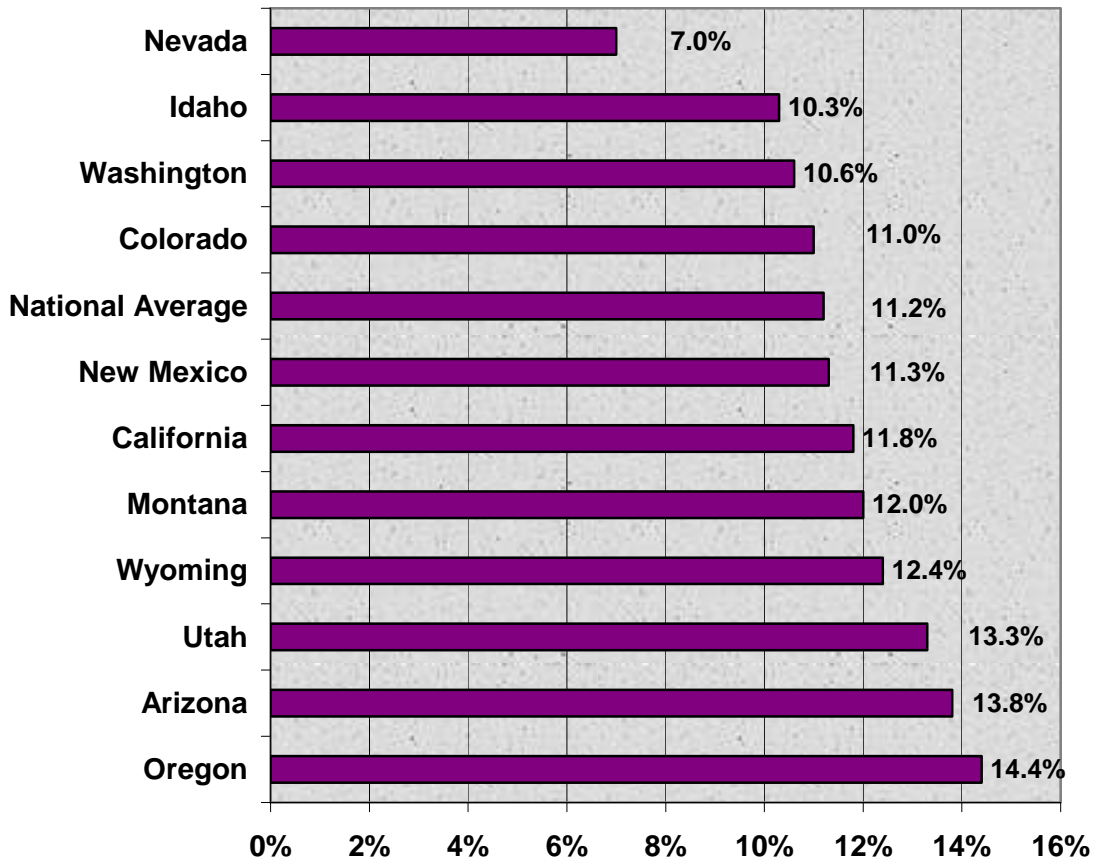


Source: *Education Statistics Quarterly*, Vol. 4, Issue 2, Summer 2002

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL—INSTRUCTIONAL AIDES

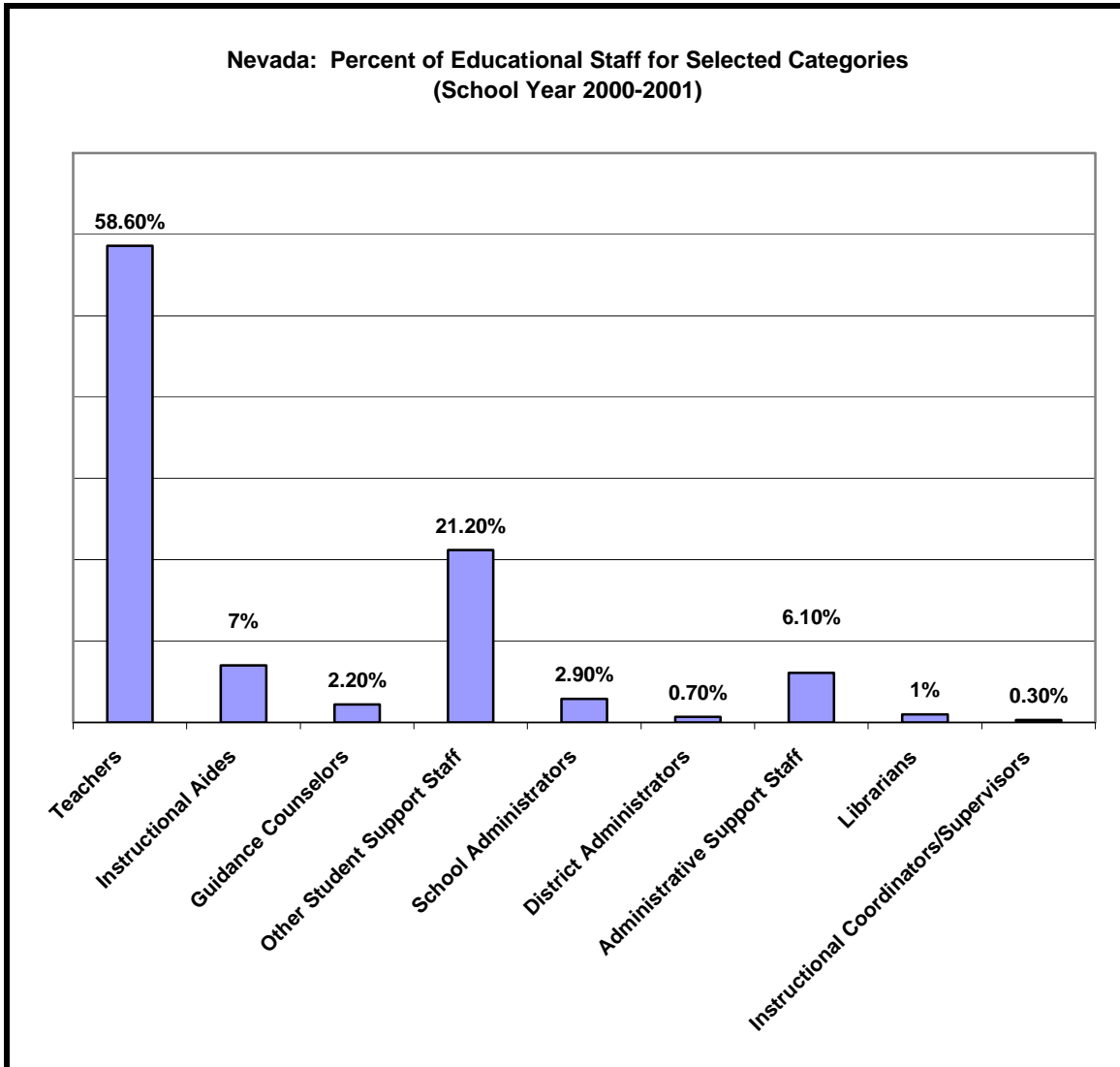
Percent of Public Elementary and Secondary School Staff
Who Are Instructional Aides: 2001



Source: U.S. Department of Education, NCES, "Schools and Staffing Survey: 1999-2000" in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

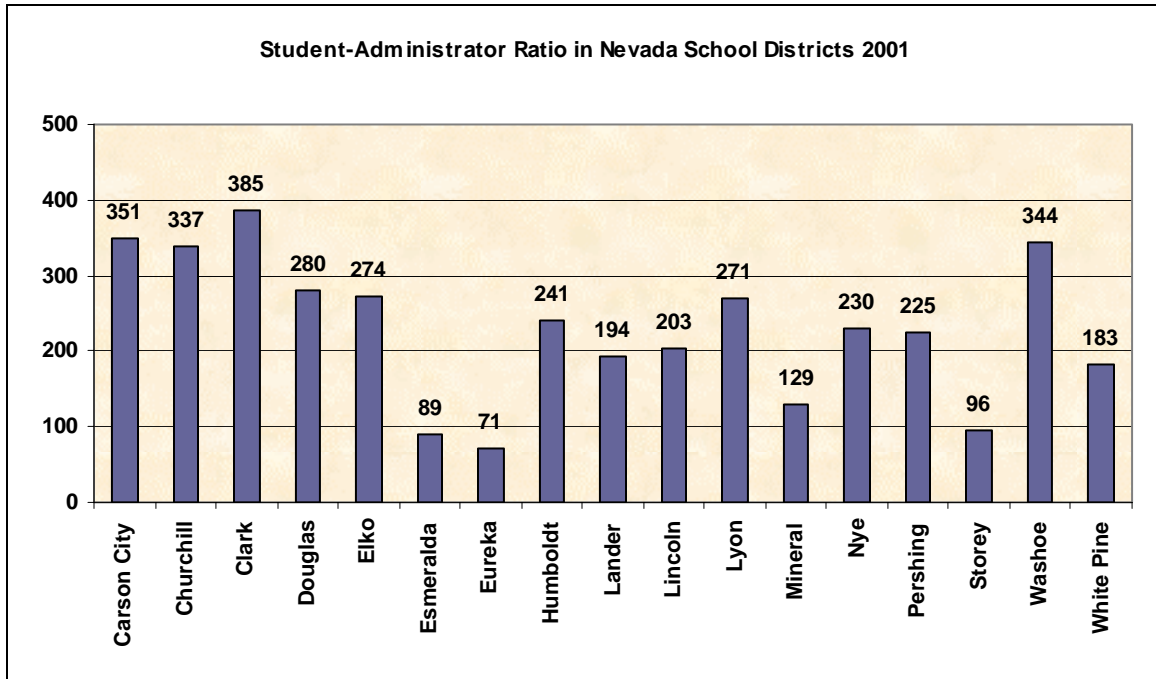
PERSONNEL



Source: NCES, *Education Statistics Quarterly*, Vol. 4, Issue 2, Summer 2002

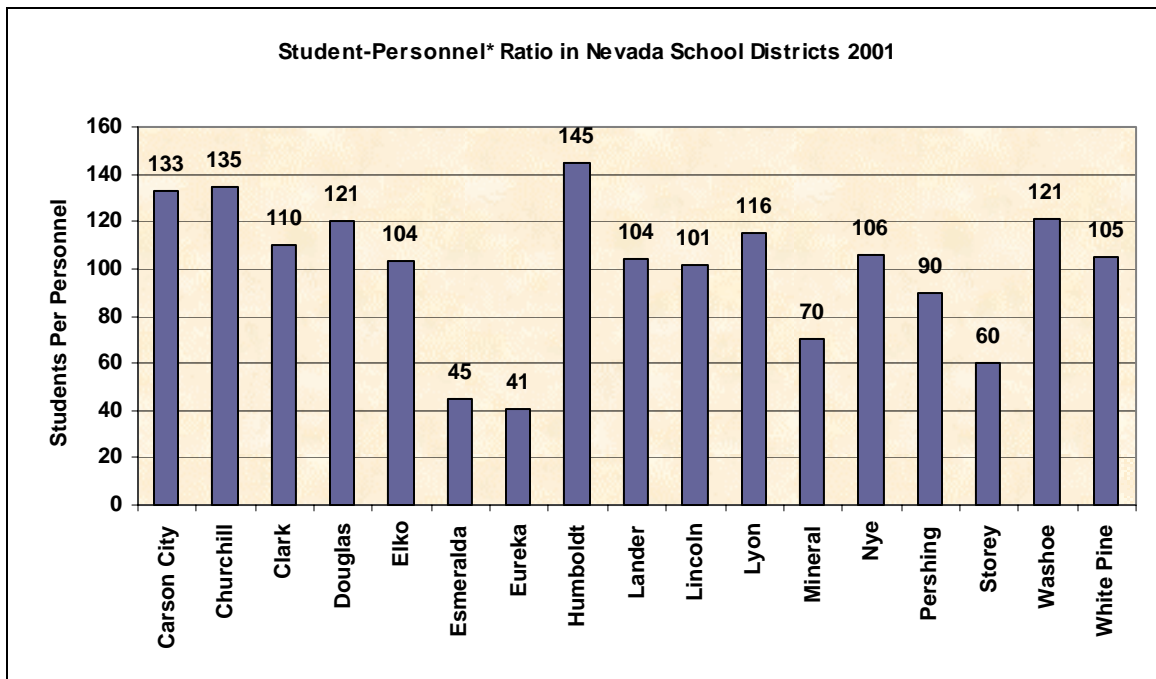
DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERSONNEL/ADMINISTRATOR RATIOS IN NEVADA



Administrator includes: Principals & Assistants, Directors/Supervisory Personnel, Associate/Assistant Superintendents, and Superintendents.

Source: Nevada Department of Education, *Research Bulletin*, Vol. 43, March 2002.



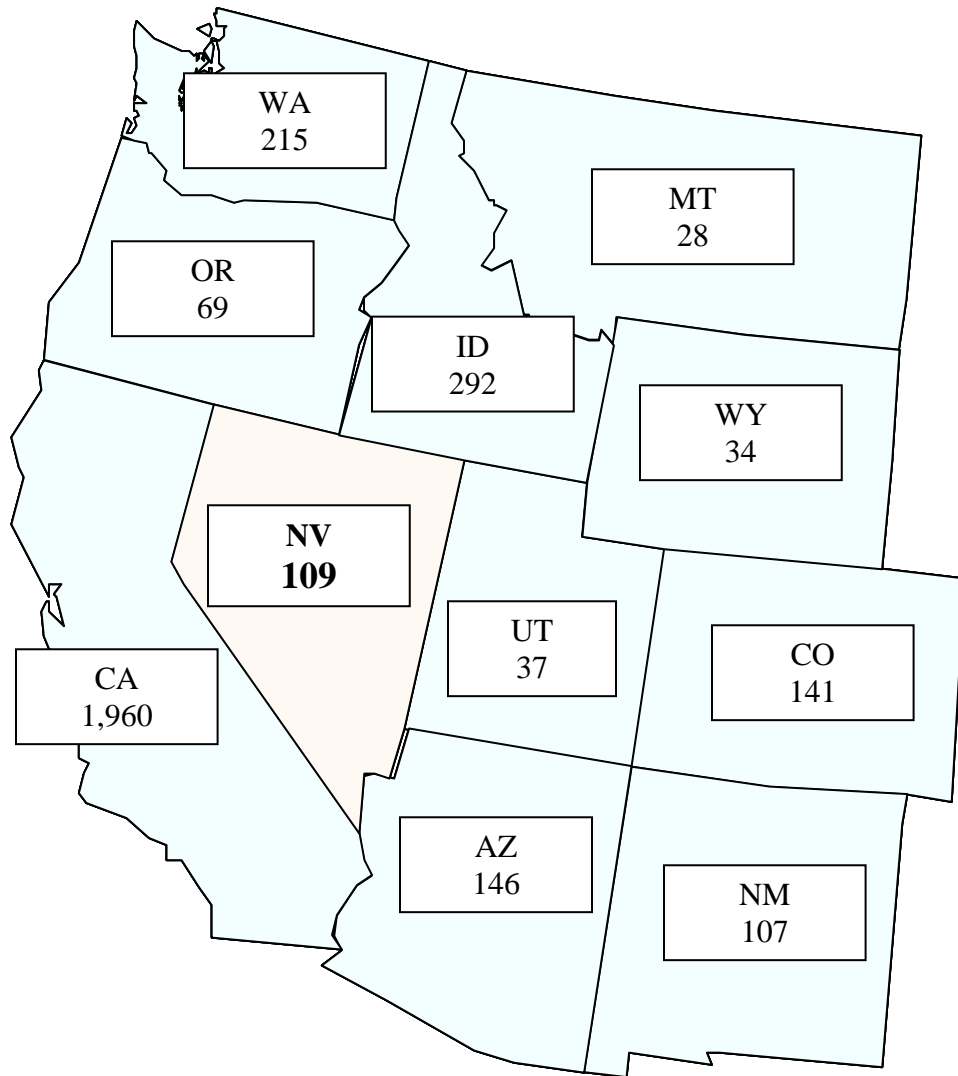
Personnel includes: Administrators plus District/Supervisory Personnel.

Source: Nevada Department of Education, *Research Bulletin*, Vol. 43, March 2002.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS—NATIONAL BOARD CERTIFICATION

NUMBER OF NATIONAL BOARD CERTIFIED TEACHERS IN NEVADA AND WESTERN STATES, 2002



Source: National Board for Professional Teaching Standards

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHER ATTENDANCE

NEVADA TEACHER ATTENDANCE RATE STATEWIDE AND BY DISTRICT (SCHOOL YEARS 1997-1998 THROUGH 2000-2001)

School District	1997-98	1998-99	1999-00	2000-01
Carson City	93.0	95.0	94.0	95.0
Churchill	92.6	92.9	94.2	98.4
Clark	94.0	95.0	95.0	94.8
Douglas	94.0	96.0	96.0	96.0
Elko	94.3	94.9	94.8	92.0
Esmeralda	--	97.2	96.0	97.0
Eureka	93.0	96.0	95.0	95.0
Humboldt	94.8	96.0	95.0	92.0
Lander	92.8	94.6	93.9	93.9
Lincoln	95.3	95.0	95.0	96.0
Lyon	95.0	94.3	95.7	95.6
Mineral	93.0	94.0	92.8	94.0
Nye	92.0	94.0	94.0	94.0
Pershing	94.7	95.5	92.7	91.6
Storey	--	91.0	88.0	95.0
Washoe	94.4	95.3	N/R	95.4
White Pine	93.3	94.4	93.0	91.1
STATE	93.7	95.0	94.9	94.8

Source: School Accountability Data Tables, 1998-99 School Year, October 2000, and School Accountability Data Tables, 2000-01 School Year, August 2002, Legislative Bureau of Educational Accountability and Program Evaluation and Nevada Department of Education.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

TEACHERS TEACHING WITHIN LICENSE

NEVADA CLASSROOM TEACHERS TEACHING WITHIN LICENSE STATEWIDE AND BY DISTRICT (SCHOOL YEARS 1995-1996 THROUGH 2000-2001)

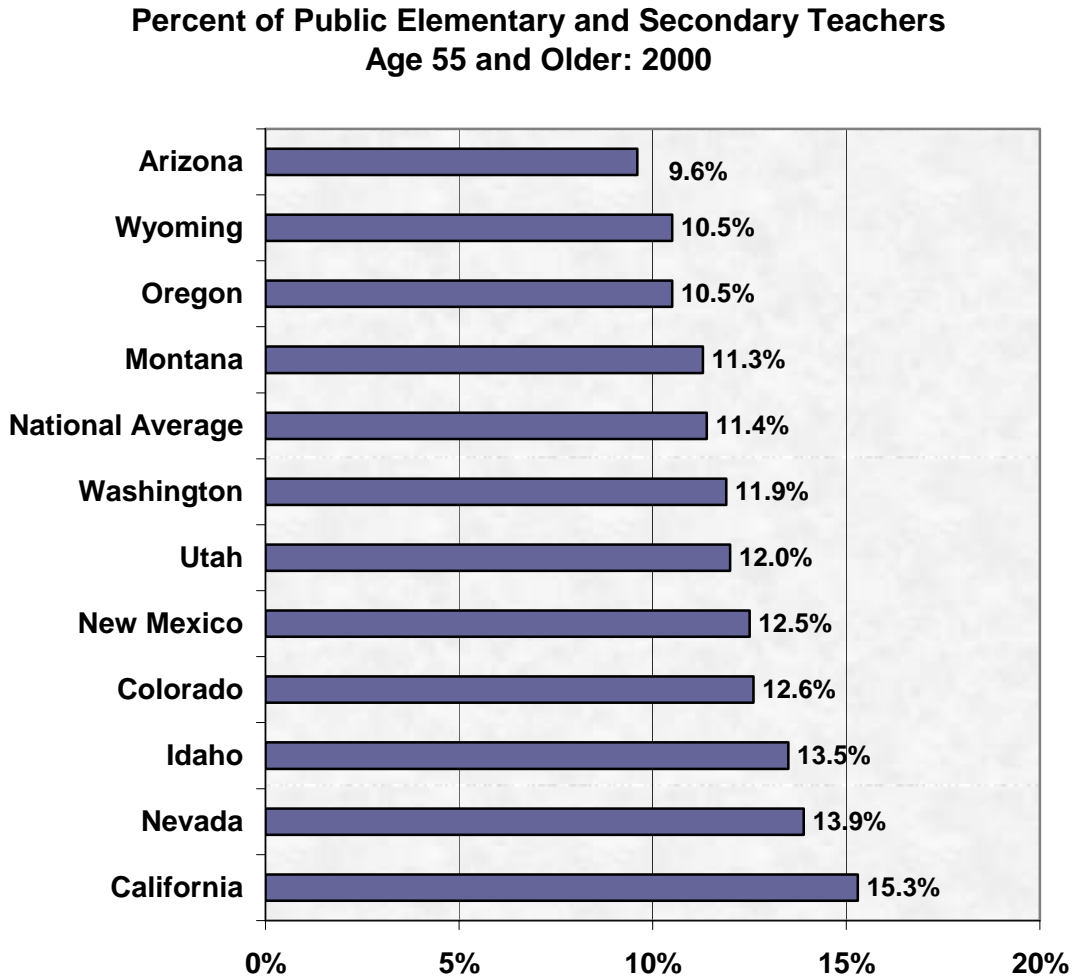
School District	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Carson City	100.0	98.3	98	99.6	99.0	100.0
Churchill	100.0	100.0	100.0	100.0	99.0	97.0
Clark	100.0	98.0	99.0	98.2	98.1	97.9
Douglas	97.0	97.0	96.0	96.0	99.0	100.0
Elko	99.0	94.0	100.0	99.3	99.2	N/R
Esmeralda	83.0	100.0	100.0	90.0	100.0	89.0
Eureka	94.0	100.0	92.0	94.0	94.0	100.0
Humboldt	99.0	98.0	99.5	96.9	97.0	97.0
Lander	95.0	92.0	94.0	95.0	91.0	96.0
Lincoln	95.0	95.8	96.0	97.0	97.0	96.0
Lyon	99.0	98.9	100.0	100.0	100.0	100.0
Mineral	100.0	99.0	93.0	92.0	100.0	100.0
Nye	92.0	96.0	97.0	93.0	93.0	96.0
Pershing	100.0	100.0	100.0	100.0	96.6	98.3
Storey	87.0	88.0	82.0	100.0	97.0	100.0
Washoe	98.0	96.0	99.0	96.0	96.0	99.0
White Pine	98.0	98.0	88.0	100.0	100.0	100.0
STATE			98.7	97.7	97.7	N/A*

*Due to lack of Elko data.

Source: School Accountability Data Tables, 1998-99 School Year, October 2000, and School Accountability Data Tables, 2000-01, August 2002, Legislative Bureau of Educational Accountability and Program Evaluation and Nevada Department of Education..

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

PERCENT OF TEACHERS OVER AGE 55

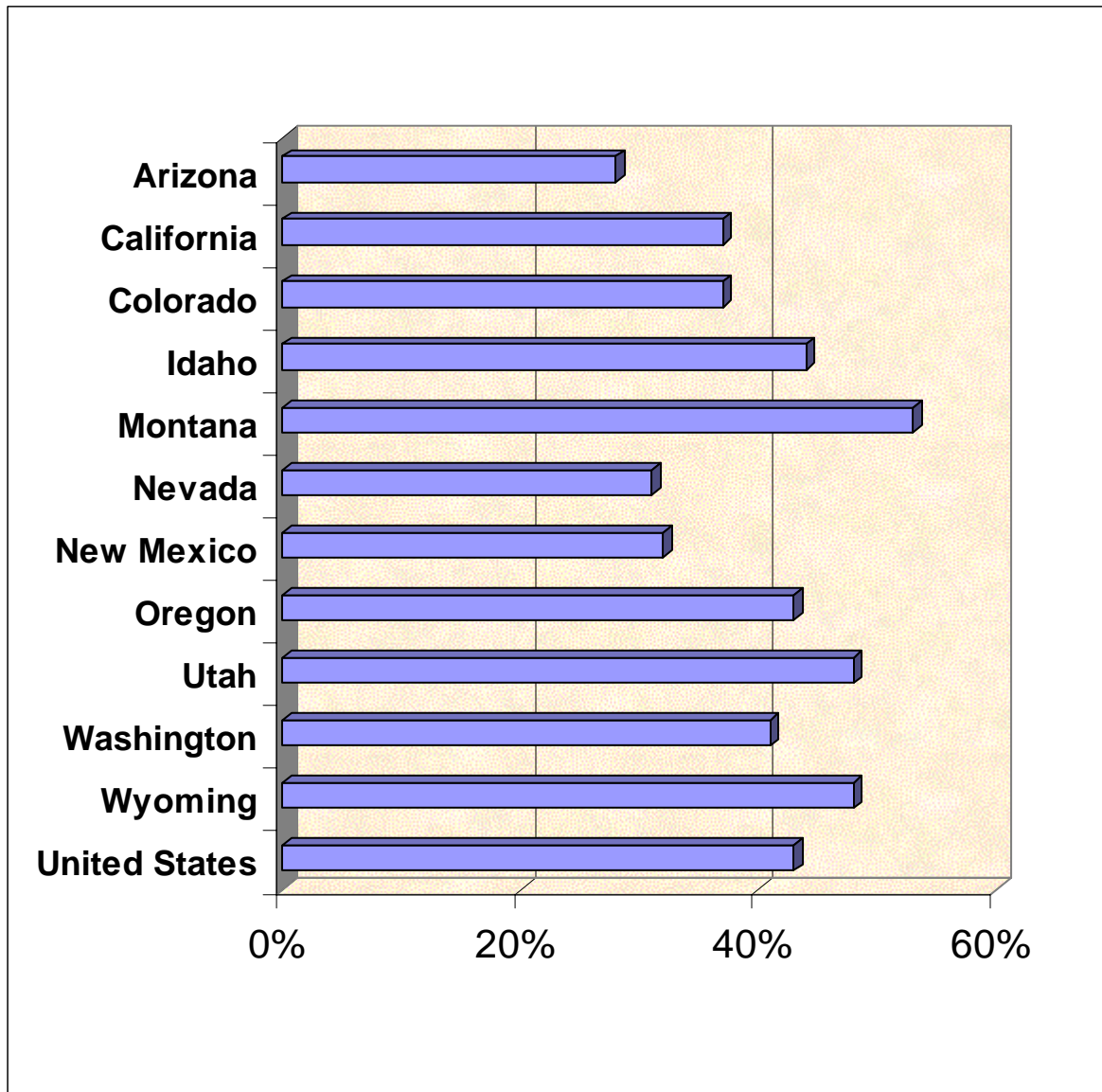


Source: U.S. Department of Education, NCES, "Schools and Staffing Survey: 1999-2000" in *Education State Rankings 2002-2003*.

DEMOGRAPHIC DATA – STUDENTS AND EDUCATIONAL PERSONNEL

STUDENTS—PUBLIC SATISFACTION

**PUBLIC SATISFACTION SURVEY – PERCENT OF PUBLIC SATISFIED THAT
STATE’S PUBLIC HIGH SCHOOLS DO AN EXCELLENT OR GOOD JOB
PREPARING STUDENTS FOR COLLEGE – NEVADA AND WESTERN STATES**



Source: *Measuring Up 2000* (Public Opinion Survey Portion by Public Agenda).

VIII. NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

In 1971, the Nevada Legislature appropriated \$30,000 for an in-depth study of the status of the state's public school system. The Governor appointed a committee for this purpose and it issued a report in August 1972. Among the recommendations contained in this report were the following accountability-related proposals:

- Identification and clarification of the significant and realistic educational goals and objectives;
- Accountability and wise use of educational resources; and
- Evaluation of teachers, supervisory staff, principals, and superintendents.

Following several sessions of discussion, in 1977 the Legislature adopted a mandated student testing program – the Nevada Proficiency Examination – to provide a statewide measure of student accountability that was not previously available. Since 1977, the Legislature has required statewide testing to measure how Nevada's pupils compare to those in other states and the nation as a whole. These tests included the following: a standardized, norm-referenced test (NRT) in reading, language arts, mathematics, and science in grades 4 and 8; a state-designed, direct writing assessment in grades 8 and 11; and a High School Proficiency Examination (HSPE) in grade 11 covering reading and mathematics.

The 1997 Nevada Education Reform Act (NERA) increased testing requirements as a part of increased accountability for public schools. A NRT for grade 10 was added, as was a writing test for 4th grade. Science was added as a subject to be tested at grades 4, 8, 10, and 11. The NERA also established a policy linkage between the proficiency testing program and school accountability by creating a procedure for ranking schools on the basis of the NRT scores. Schools designated “in need for improvement” are required to prepare plans for improvement and to adopt proven remedial education programs based upon needs identified using the NRT scores.

















In the 1999 Session, the Legislature added a requirement for criterion-referenced tests (CRTs) linked to the academic standards for selected grades and required that the HSPE be revised to measure the performance of students on the academic standards starting with the class graduating in 2003. Criterion-referenced tests in reading and mathematics for grades 3 and 5 were administered for the first time in spring of 2002. The 2001 Legislature funded the development of a CRT for grade 8 that was piloted in 2002. In addition, a CRT in science has been piloted for grades 5 and 8. The 2001 Legislature also moved the administration of the NRT from grade 8 to grade 7.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

BACKGROUND

The Nevada Department of Education changed the NRT in the fall of 2002 from *TerraNova* (CTB/McGraw Hill) to the *Iowa Test of Basic Skills* (Riverside Publishing Co.).

CURRENT SYSTEM (16 TESTS)

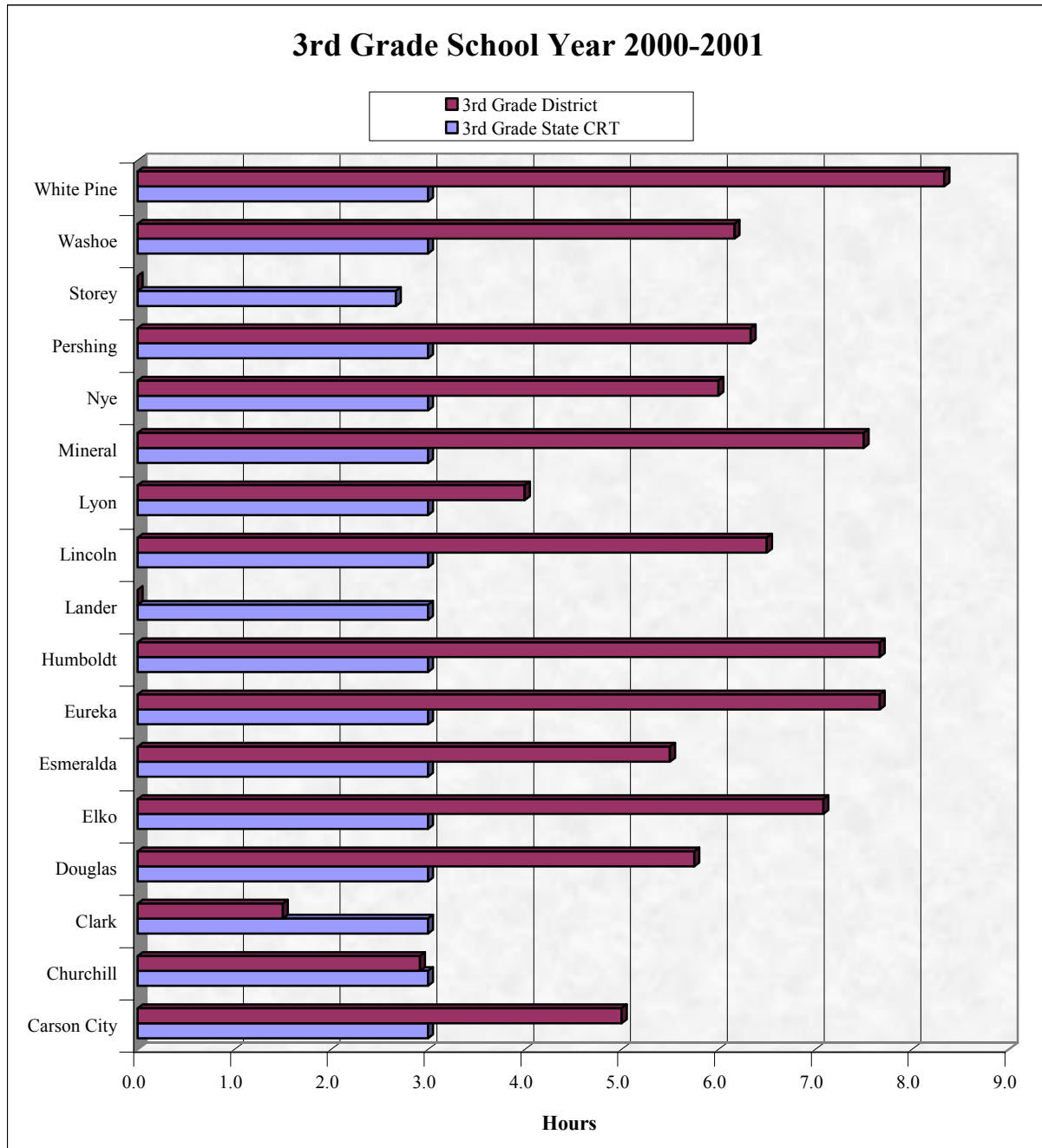
	3	4	5	6	7	6	7	8	9	10	11	12
Norm-Referenced Test— <i>Iowa Test of Basic Skills</i>												
National Assessment of Education Progress (NAEP) (sample only)												
Writing Exam (4 th grade is diagnostic only)												
High School Proficiency Exam												
Nevada Criterion-Referenced Test												

To comply with the Federal No Child Left Behind Act of 2001 (NCLBA), the Legislative Committee on Education has requested a bill draft that would modify the current assessment system to add tests aligned to the academic standards in reading and mathematics for grades 3 through 8. Further, the 2003 Legislature will consider revisions to the linkage between the proficiency testing and the state accountability system to meet federal requirements for making adequate yearly progress (AYP) and imposing sanctions on failing schools and school districts.

With the exception of the revised HSPE, the standards-based CRTs are not presently linked to the school accountability program, nor are they “high stakes” for individual students. However, the HSPE is a “high stakes” test since students are required to pass it as a condition for graduation and for eligibility for the state’s Millennium Scholarship Program. Data in this report concerning the HSPE may include the versions based on the curriculum frameworks adopted by the State Board of Education in 1992 and 1994, as well as the standards-based version first administered in the fall of 2001.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

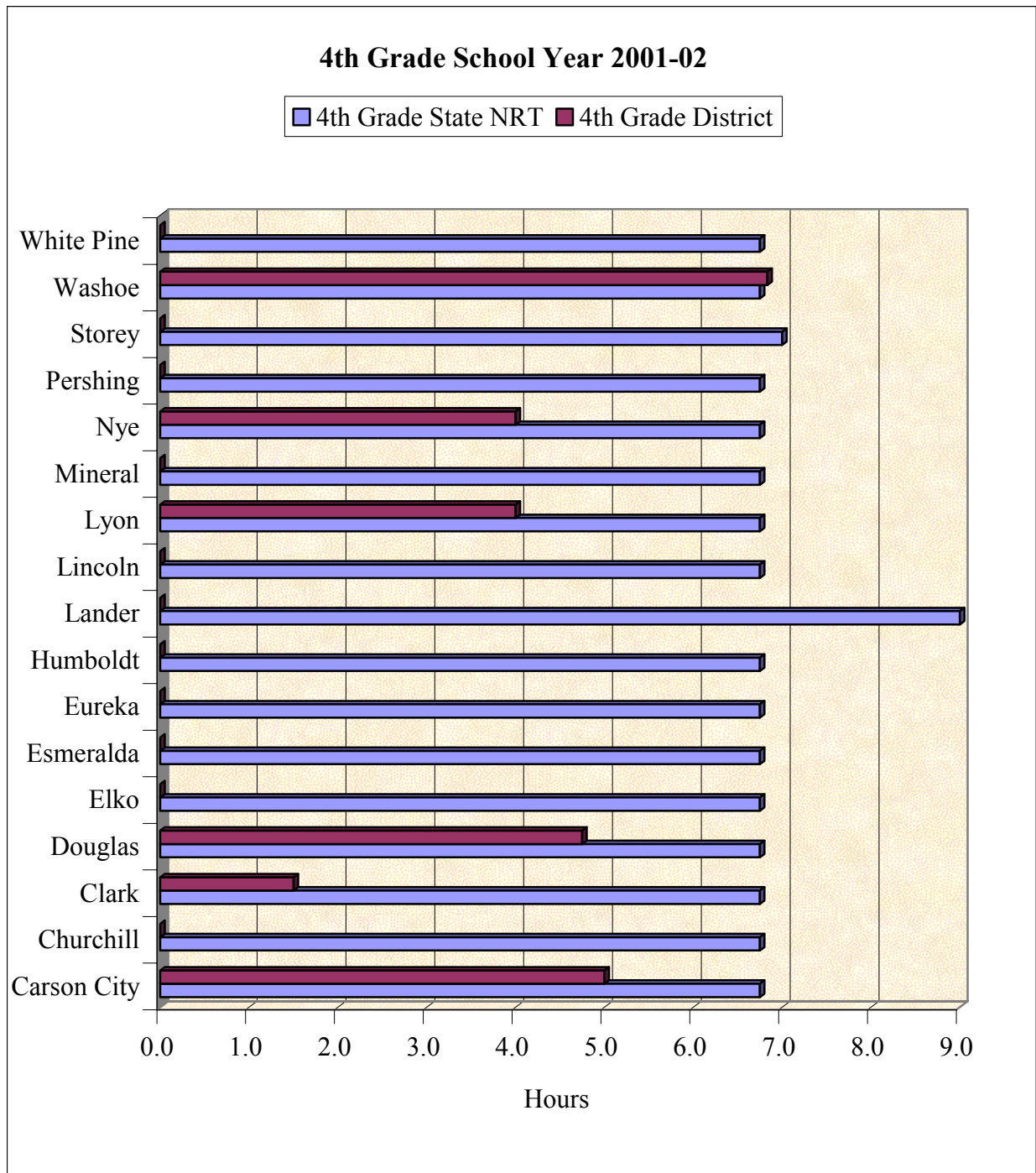
TIME SPENT ON TESTING



Source: Department of Education, District Survey on Time on Testing, 2002

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

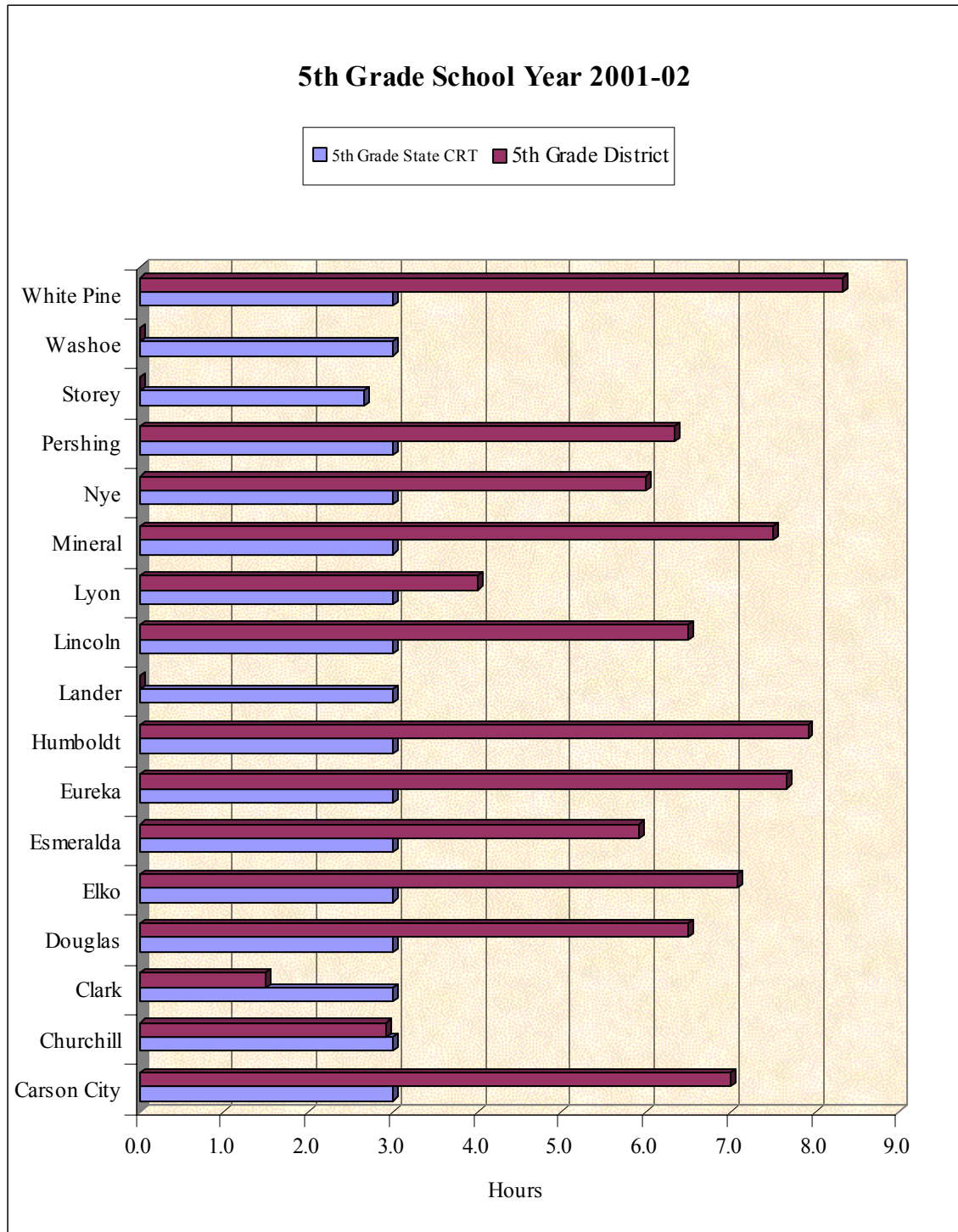
TIME SPENT ON TESTING



Source: Department of Education, District Survey on Time on Testing, 2002

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

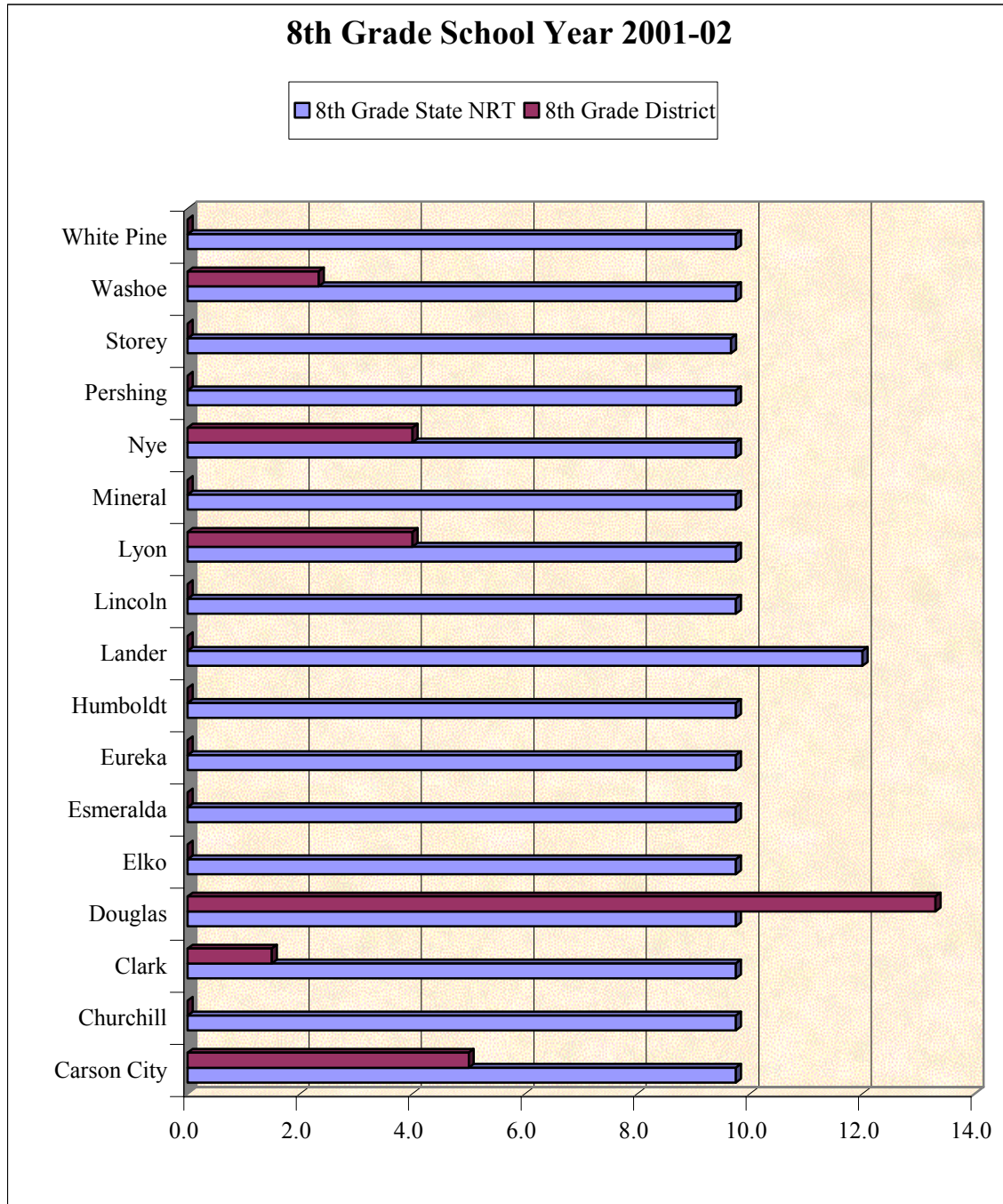
TIME SPENT ON TESTING



Source: Department of Education, District Survey on Time on Testing, 2002

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

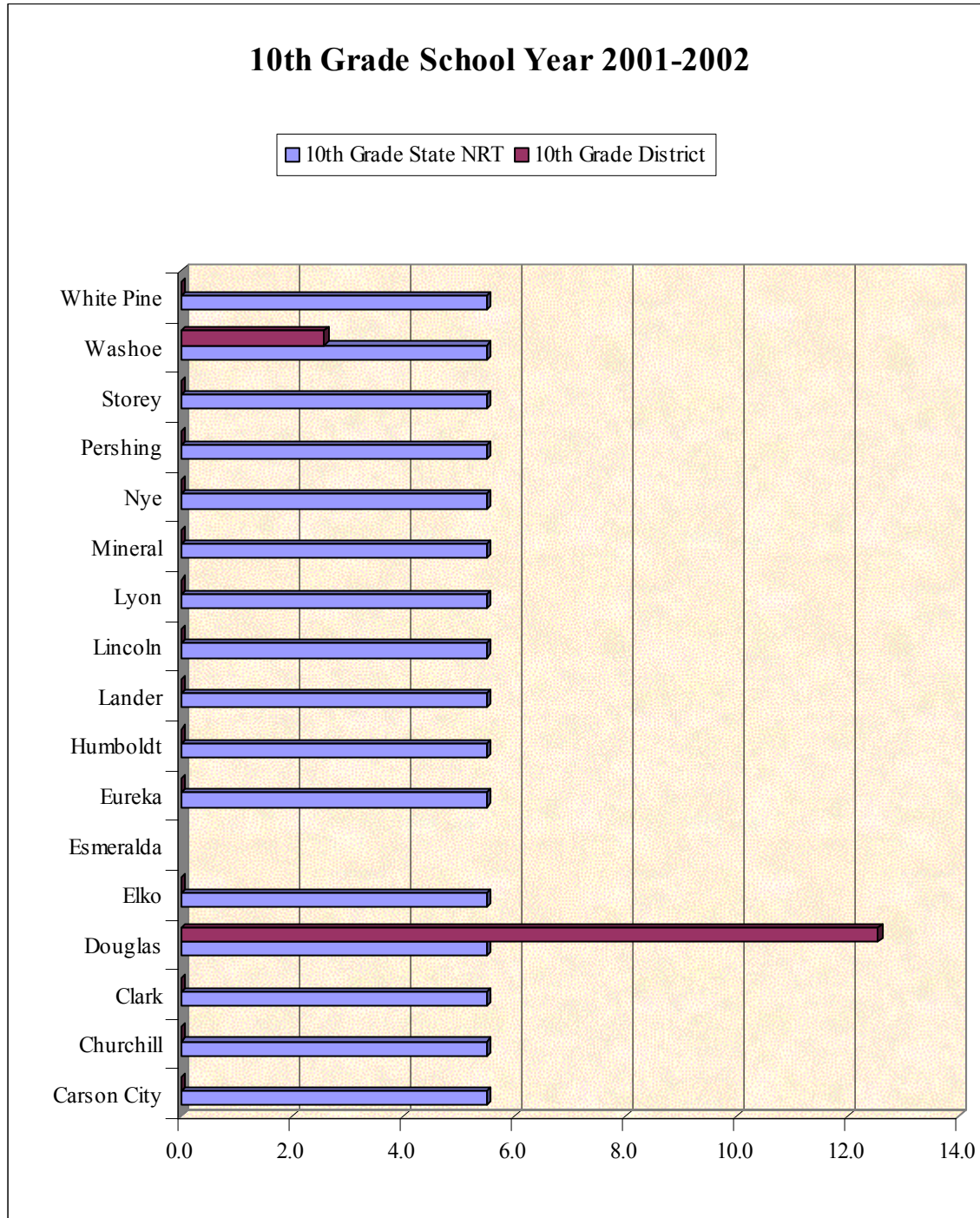
TIME SPENT ON TESTING



Source: Department of Education, District Survey on Time on Testing, 2002

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

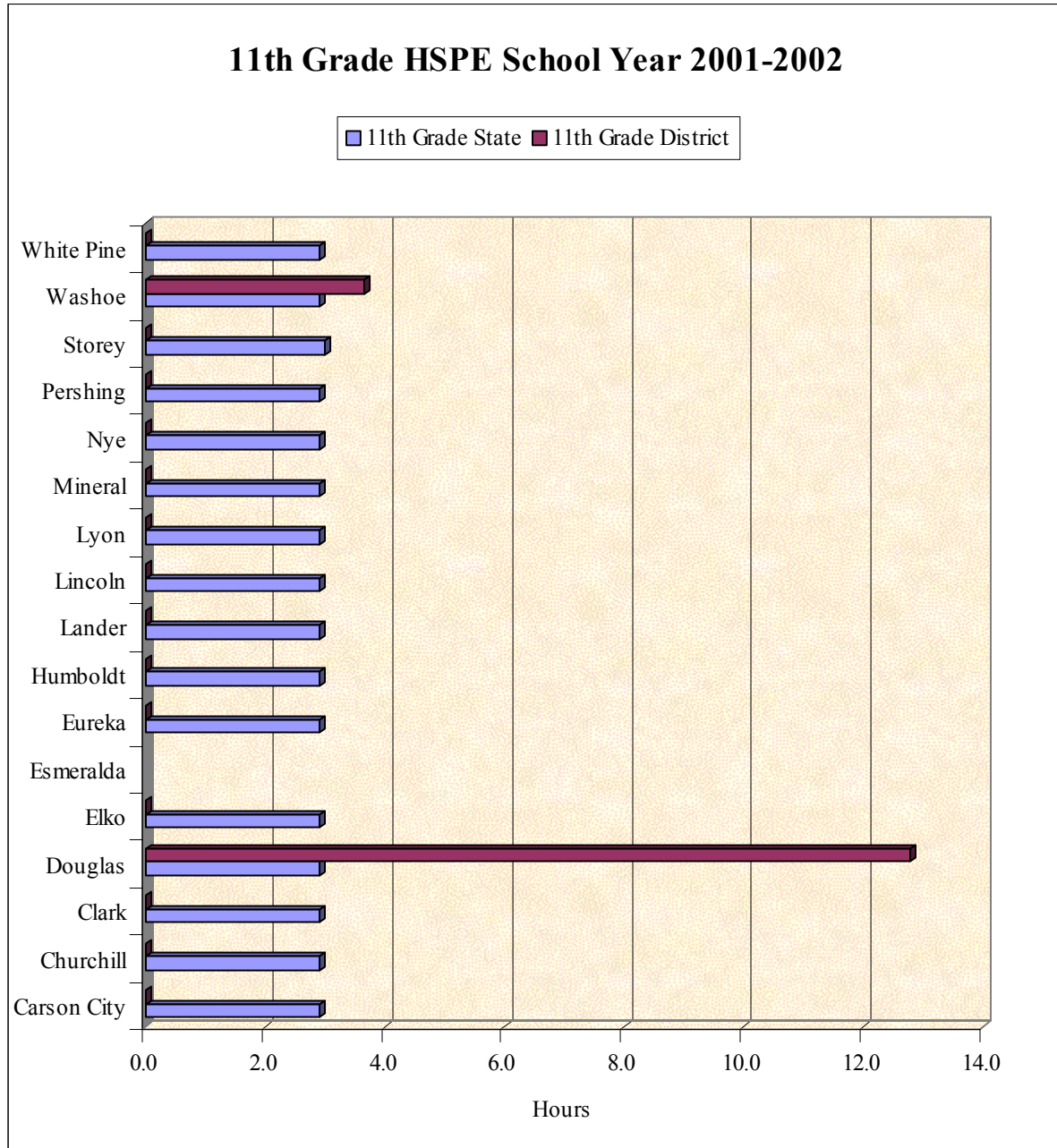
TIME SPENT ON TESTING



Source: Department of Education, District Survey on Time on Testing, 2002

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TIME SPENT ON TESTING

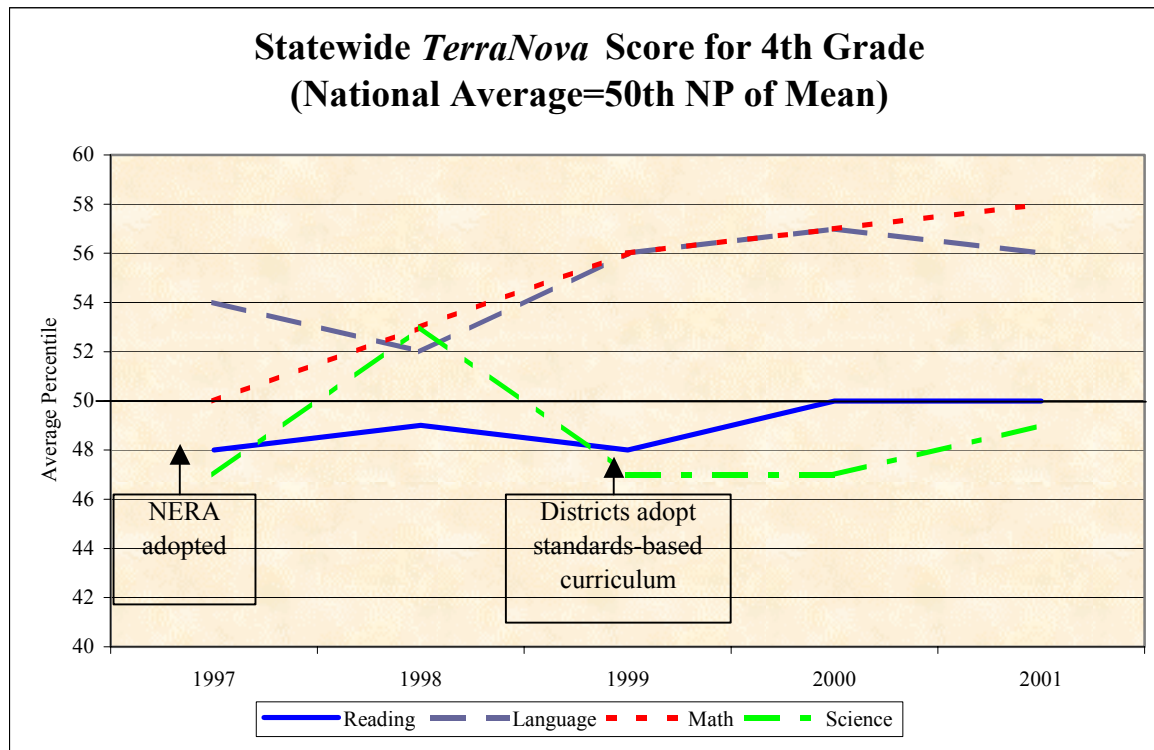


Source: Department of Education, District Survey on Time on Testing, 2002

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TERRANOVA

COMPARISONS OF *TERRANOVA* FOURTH GRADE RESULTS STATE VS. NATIONAL



Source: LeBEAPE. *School Accountability Data Tables*, (SY 1997-98 to SY 2001-2002), 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

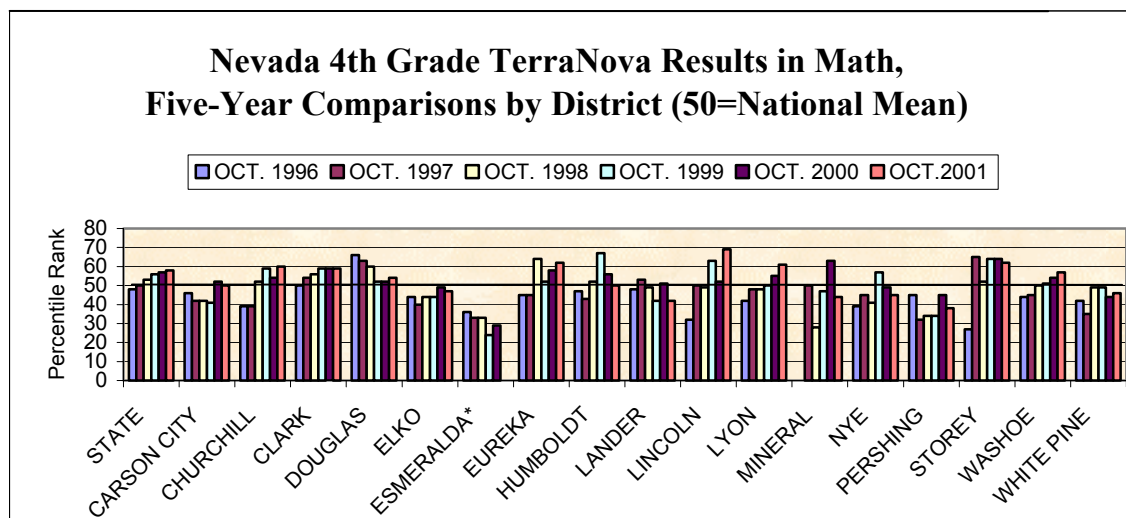
TERRANOVA

NEVADA FOURTH GRADE *TERRANOVA* RESULTS IN MATH SIX YEAR COMPARISONS BY DISTRICT

SCHOOL DISTRICT	AVERAGE PERCENTILE RANK					
	OCT. 1996	OCT. 1997	OCT. 1998	OCT. 1999	OCT. 2000	OCT.2001
STATE	48	50	53	56	57	58
CARSON CITY	46	42	42	41	52	50
CHURCHILL	39	39	52	59	54	60
CLARK	50	54	56	59	59	59
DOUGLAS	66	63	60	52	52	54
ELKO	44	40	44	44	49	47
ESMERALDA*	36	33	33	24	29	NA
EUREKA	45	45	64	52	58	62
HUMBOLDT	47	43	52	67	56	50
LANDER	48	53	49	42	51	42
LINCOLN	32	50	49	63	52	69
LYON	42	48	48	50	55	61
MINERAL	NR	50	28	47	63	44
NYE	39	45	41	57	49	45
PERSHING	45	32	34	34	45	38
STOREY	27	65	52	64	64	62
WASHOE	44	45	50	51	54	57
WHITE PINE	42	35	49	49	44	46

* Less than 10 students were tested.

Source: LeBEAPE. School Accountability Data Tables, SY 1996-97 to SY 2000-2001, 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

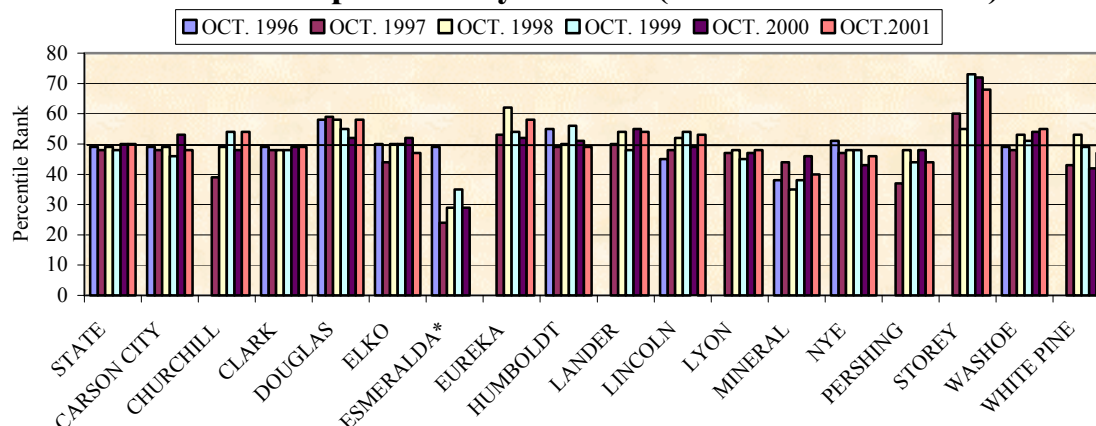
TERRANOVA

NEVADA FOURTH GRADE *TERRANOVA* RESULTS IN READING SIX YEAR COMPARISONS BY DISTRICT

SCHOOL DISTRICT	AVERAGE PERCENTILE RANK					
	OCT. 1996	OCT. 1997	OCT. 1998	OCT. 1999	OCT. 2000	OCT.2001
STATE	49	48	49	48	50	50
CARSON CITY	49	48	49	46	53	48
CHURCHILL	NR	39	49	54	48	54
CLARK	49	48	48	48	49	49
DOUGLAS	58	59	58	55	52	58
ELKO	50	44	50	50	52	47
ESMERALDA	49	24	29	35	29	NR
EUREKA	NR	53	62	54	52	58
HUMBOLDT	55	49	50	56	51	49
LANDER	NR	50	54	48	55	54
LINCOLN	45	48	52	54	49	53
LYON	NR	47	48	45	47	48
MINERAL	38	44	35	38	46	40
NYE	51	47	48	48	43	46
PERSHING	NR	37	48	44	48	44
STOREY	NR	60	55	73	72	68
WASHOE	49	48	53	51	54	55
WHITE PINE	NR	43	53	49	42	47

Source: LeBEAPE, School Accountability Data Tables, SY 1996-97 to SY 2000-2001, 2002.

Nevada 4th Grade *TerraNova* Results in Reading Six Year Comparisons by District (50 is National Mean)



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

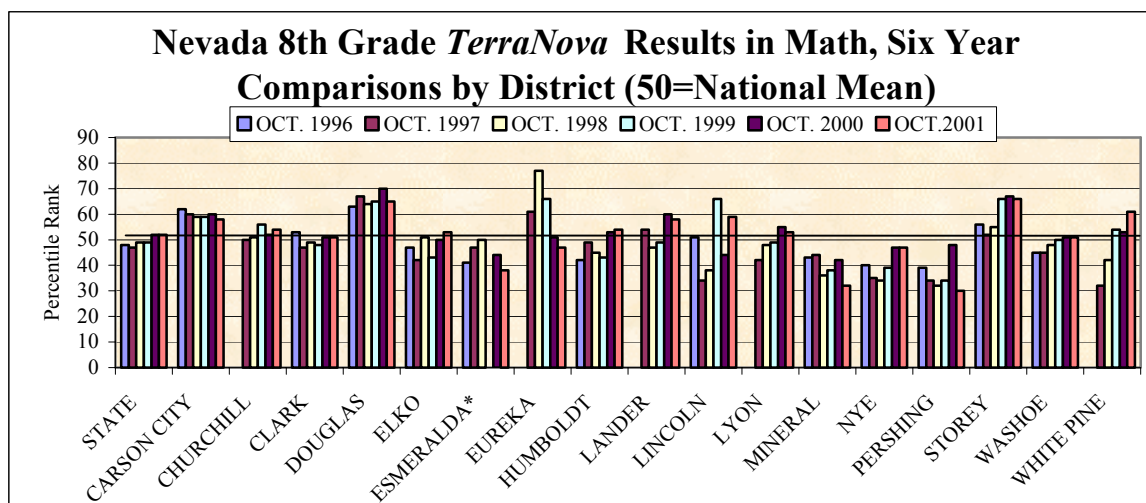
TERRANOVA

NEVADA EIGHTH GRADE *TERRANOVA* RESULTS IN MATH SIX YEAR COMPARISONS BY DISTRICT

SCHOOL DISTRICT	AVERAGE PERCENTILE RANK					
	OCT. 1996	OCT. 1997	OCT. 1998	OCT. 1999	OCT. 2000	OCT. 2001
STATE	48	47	49	49	52	52
CARSON CITY	62	60	59	59	60	58
CHURCHILL	NR	50	51	56	52	54
CLARK	53	47	49	48	51	51
DOUGLAS	63	67	64	65	70	65
ELKO	47	42	51	43	50	53
ESMERALDA*	41	47	50	*	44	38
EUREKA	NR	61	77	66	51	47
HUMBOLDT	42	49	45	43	53	54
LANDER	NR	54	47	49	60	58
LINCOLN	51	34	38	66	44	59
LYON	NR	42	48	49	55	53
MINERAL	43	44	36	38	42	32
NYE	40	35	34	39	47	47
PERSHING	39	34	32	34	48	30
STOREY	56	52	55	66	67	66
WASHOE	45	45	48	50	51	51
WHITE PINE	NR	32	42	54	53	61

* Less than 10 students were tested.

Source: LeBEAPE, School Accountability Data Tables, SY 1996-97 to SY 2000-2001, 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

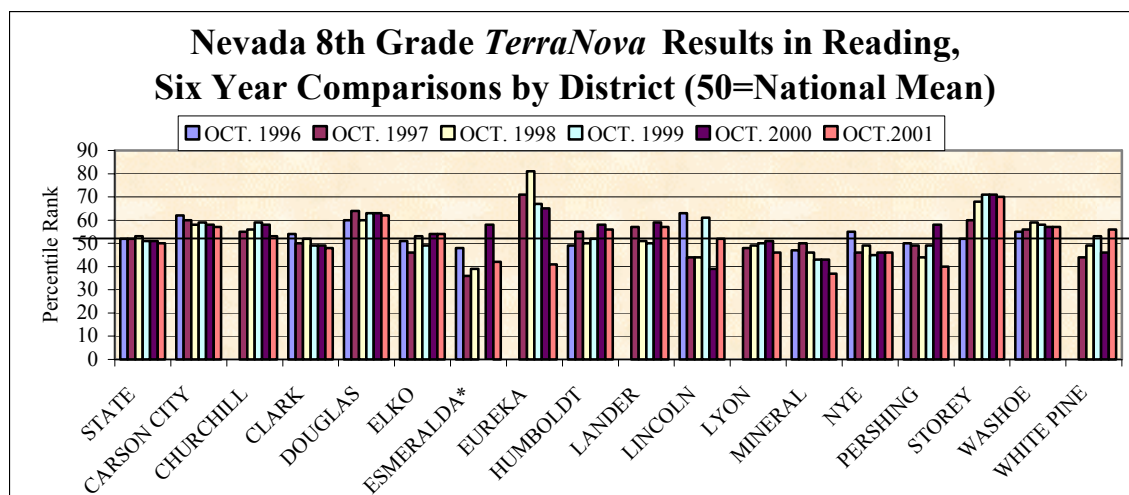
TERRANOVA

NEVADA EIGHTH GRADE *TERRANOVA* RESULTS IN READING SIX YEAR COMPARISONS BY DISTRICT

SCHOOL DISTRICT	AVERAGE PERCENTILE RANK					
	OCT. 1996	OCT. 1997	OCT. 1998	OCT. 1999	OCT. 2000	OCT.2001
STATE	52	52	53	51	51	50
CARSON CITY	62	60	58	59	58	57
CHURCHILL	NR	55	56	59	58	53
CLARK	54	50	52	49	49	48
DOUGLAS	60	64	60	63	63	62
ELKO	51	46	53	49	54	54
ESMERALDA*	48	36	39	*	58	42
EUREKA	NR	71	81	67	65	41
HUMBOLDT	49	55	50	52	58	56
LANDER	NR	57	51	50	59	57
LINCOLN	63	44	44	61	39	52
LYON	NR	48	49	50	51	46
MINERAL	47	50	46	43	43	37
NYE	55	46	49	45	46	46
PERSHING	50	49	44	49	58	40
STOREY	52	60	68	71	71	70
WASHOE	55	56	59	58	57	57
WHITE PINE	NR	44	49	53	46	56

* Less than 10 students were tested.

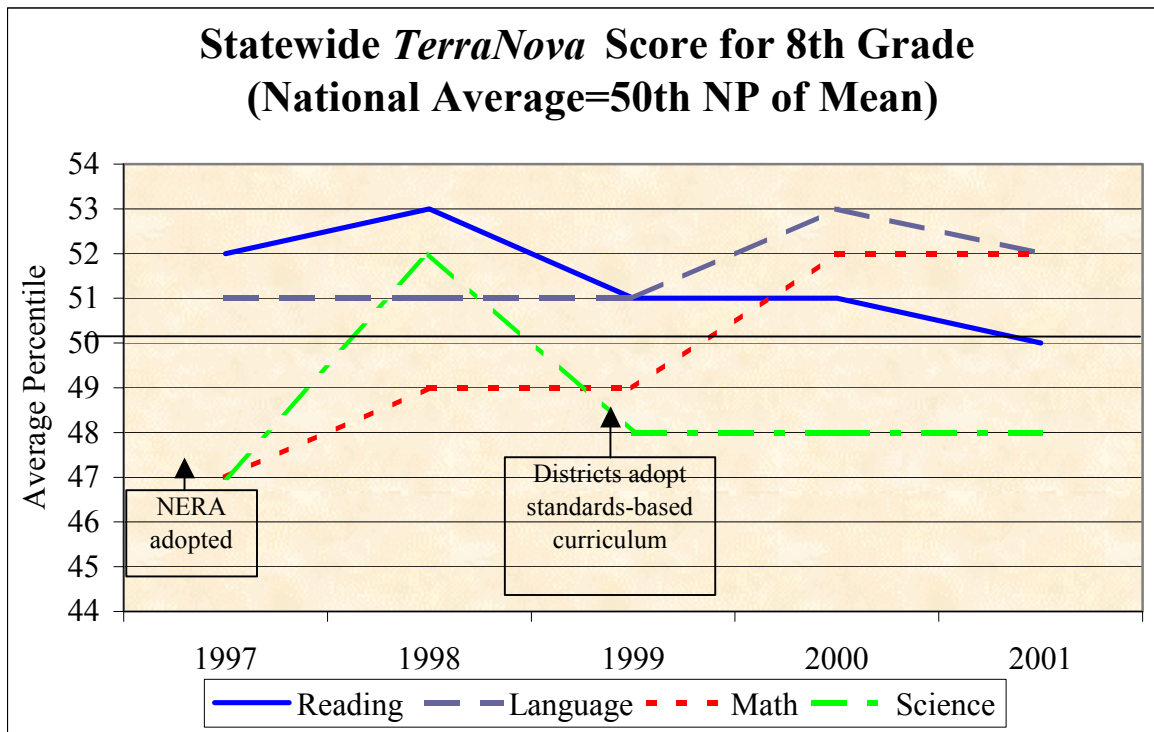
Source: LeBEAPE, School Accountability Data Tables, SY 1996-97 to SY 2000-2001, 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TERRANOVA

COMPARISONS OF *TERRANOVA* EIGHTH GRADE RESULTS STATE VS. NATIONAL



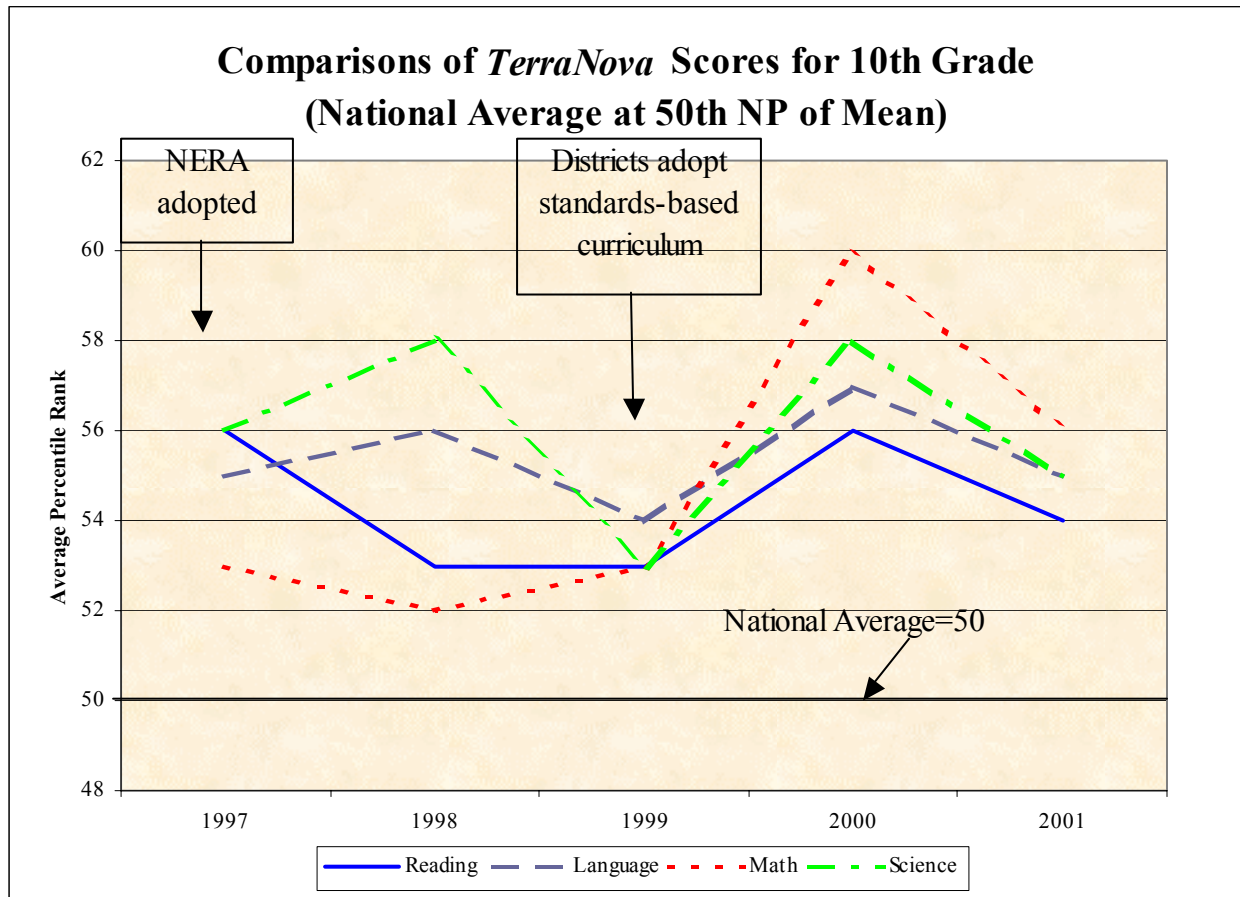
Source: LeBEAPE. *School Accountability Data Tables*, (SY 1997-98 to SY 2001-2002), 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TERRANOVA

COMPARISONS OF *TERRANOVA* TENTH GRADE RESULTS STATE VS. NATIONAL

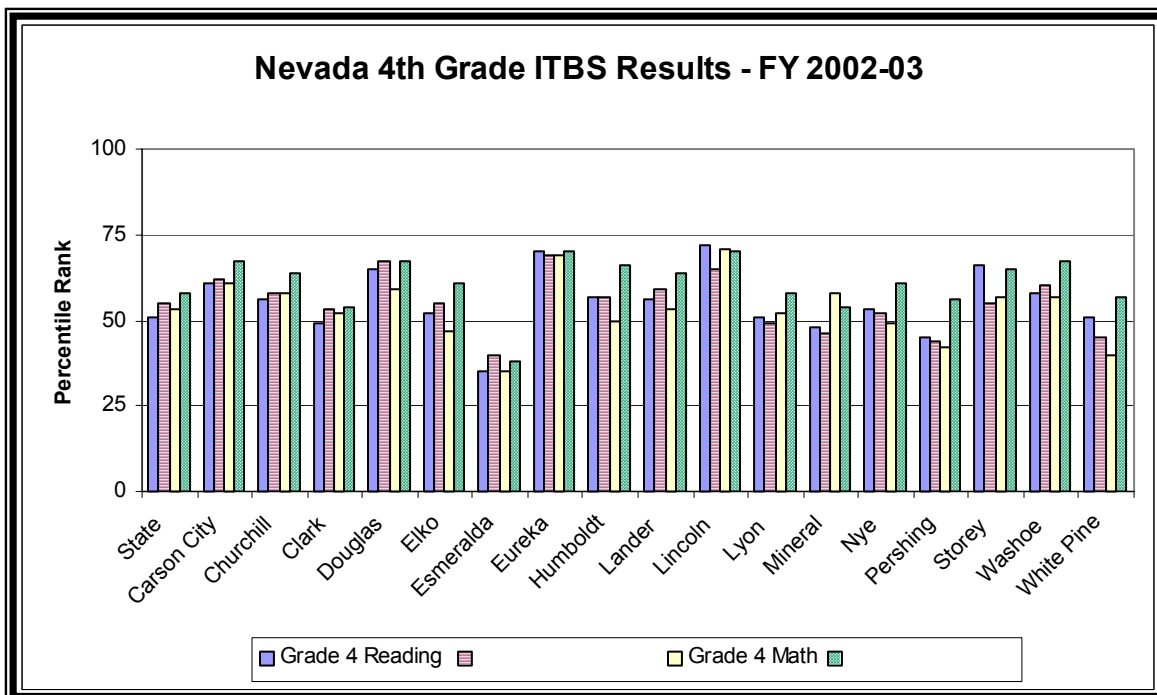
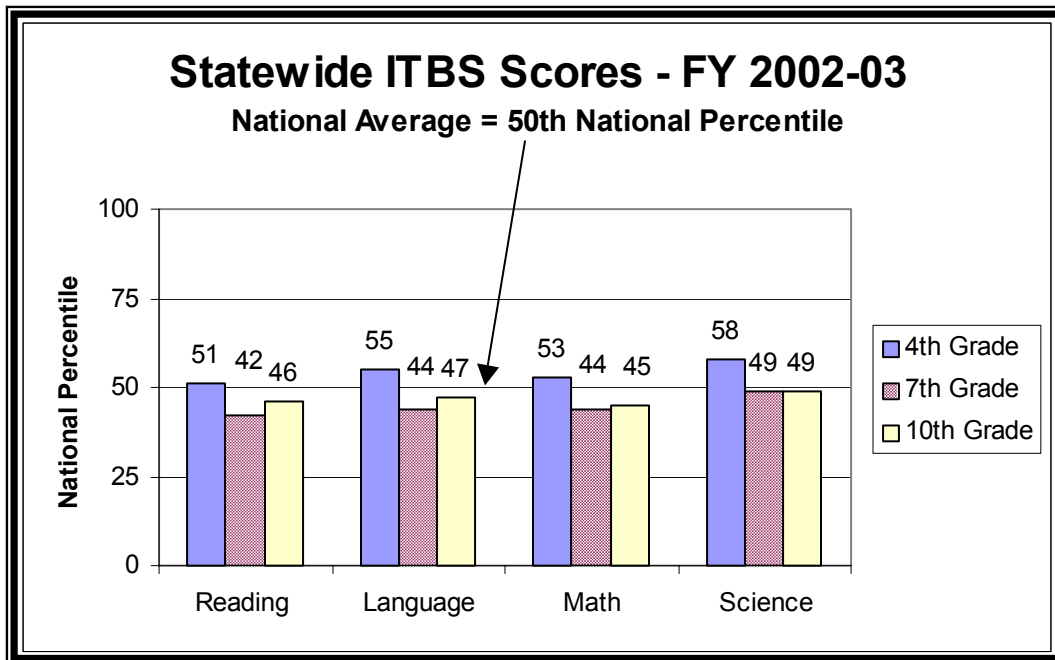


Source: LeBEAPE. *School Accountability Data Tables*, (SY 1997-98 to SY 2001-2002), 2002.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

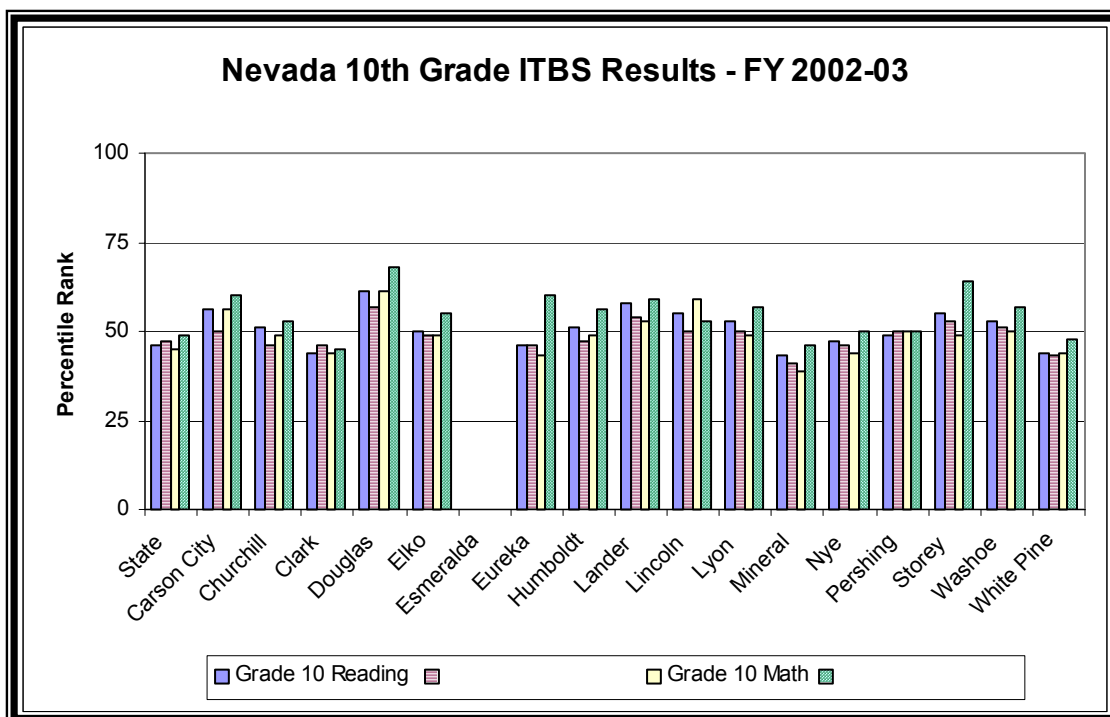
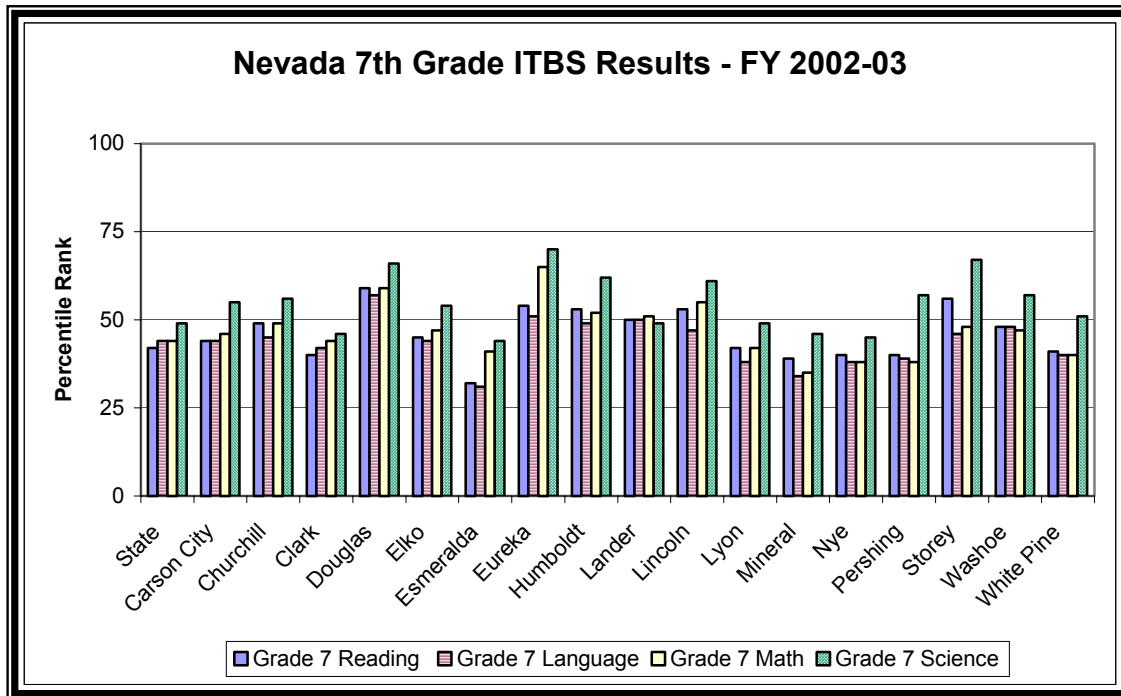
IOWA TEST OF BASIC SKILLS (ITBS)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

IOWA TEST OF BASIC SKILLS (ITBS)



Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATIONS

Western States With an Exit Examination (Similar to the High School Proficiency Examination)



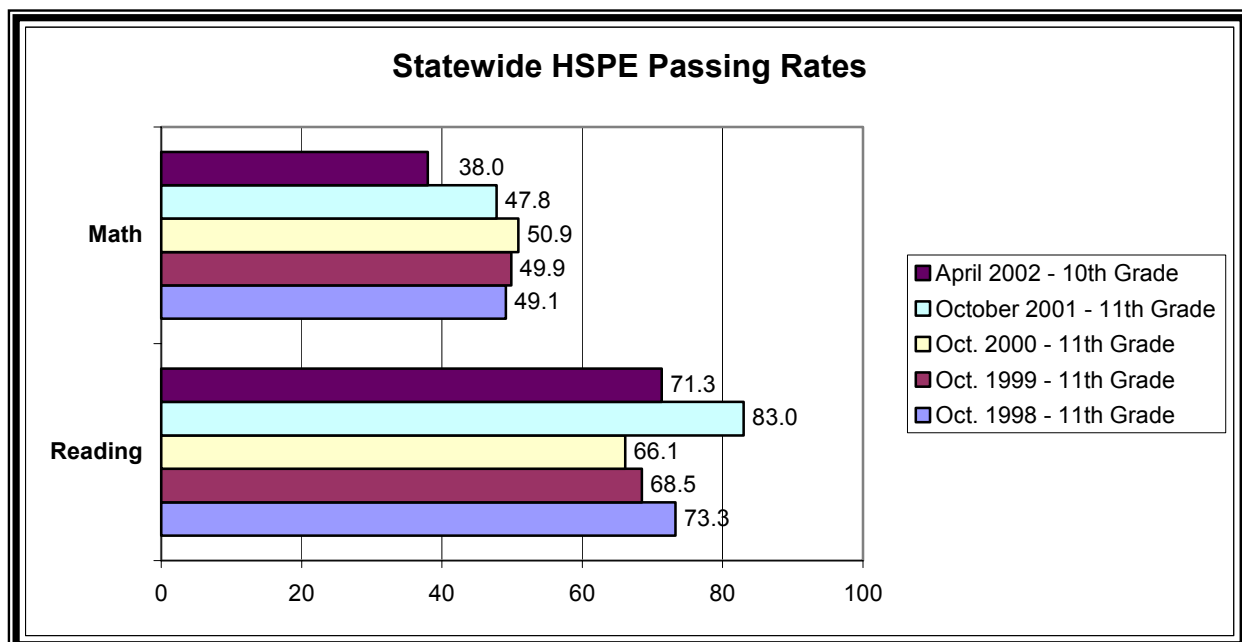
Source: Education Commission of the States, Highlights of State Education System, October 2002.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION (HSPE)

Prior to FY 2001-02, the reading, math, and writing portions of the High School Proficiency Examination (HSPE) were traditionally administered to pupils in grades 11 and 12, with the first administration of the examination in October for pupils in grade 11. Beginning in FY 2001-02, the reading and mathematics portions of the HSPE were administered, for the first time, to pupils in grade 10; for this administration, the examination is given in April.

The chart below shows the HSPE passing rates in FY 1997-98 through FY 2001-02. Please note that the results for FY 1997-98 through FY 2000-01 are based upon the October administration to pupils in grade 11. For FY 2001-02, the results are based upon the April administration to pupils in grade 10. In addition, beginning with the 2001 administration of the HSPE, only those pupils who have sufficient credits are eligible to take the HSPE (*Nevada Administrative Code [NAC] 389.445*).

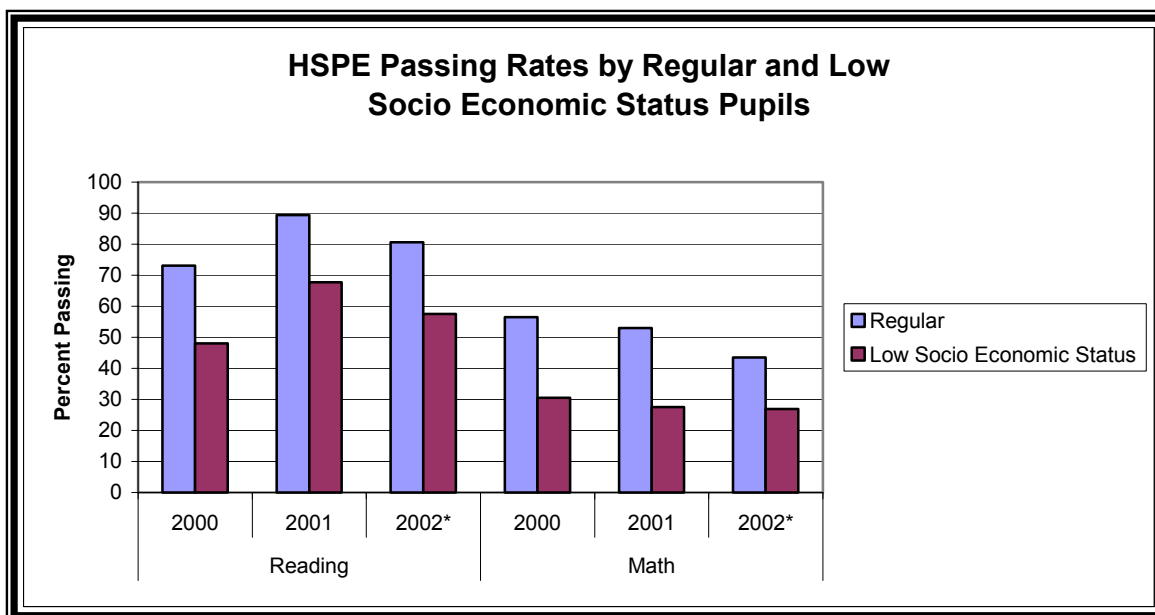
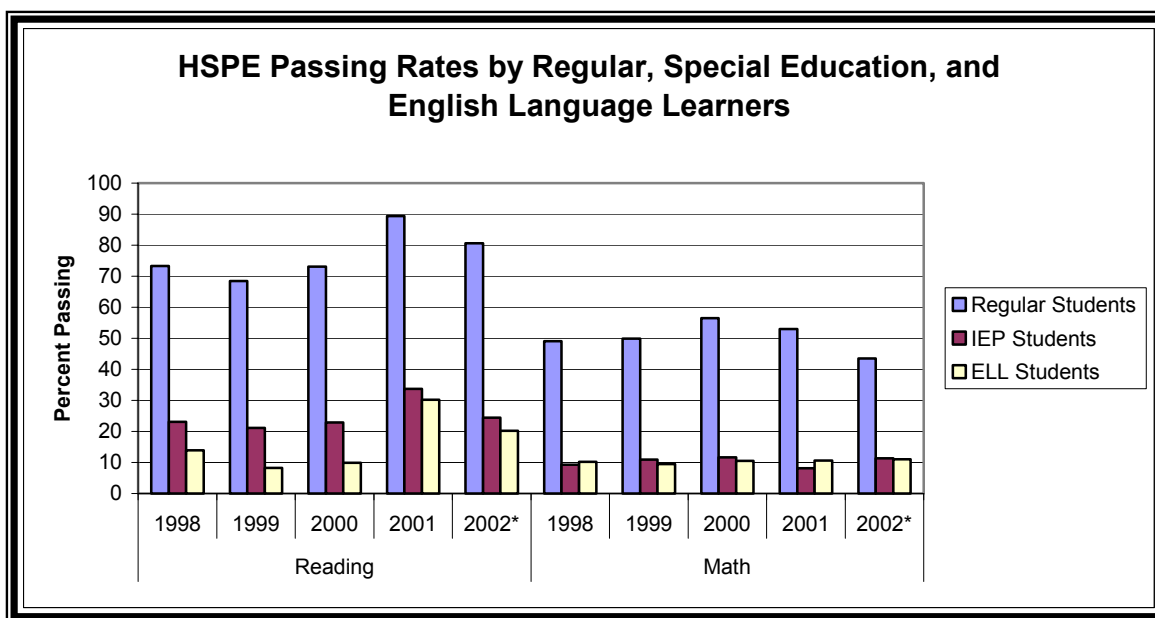


Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY EXAMINATION (HSPE)

Passing Rates by Population



Source: Nevada Department of Education.

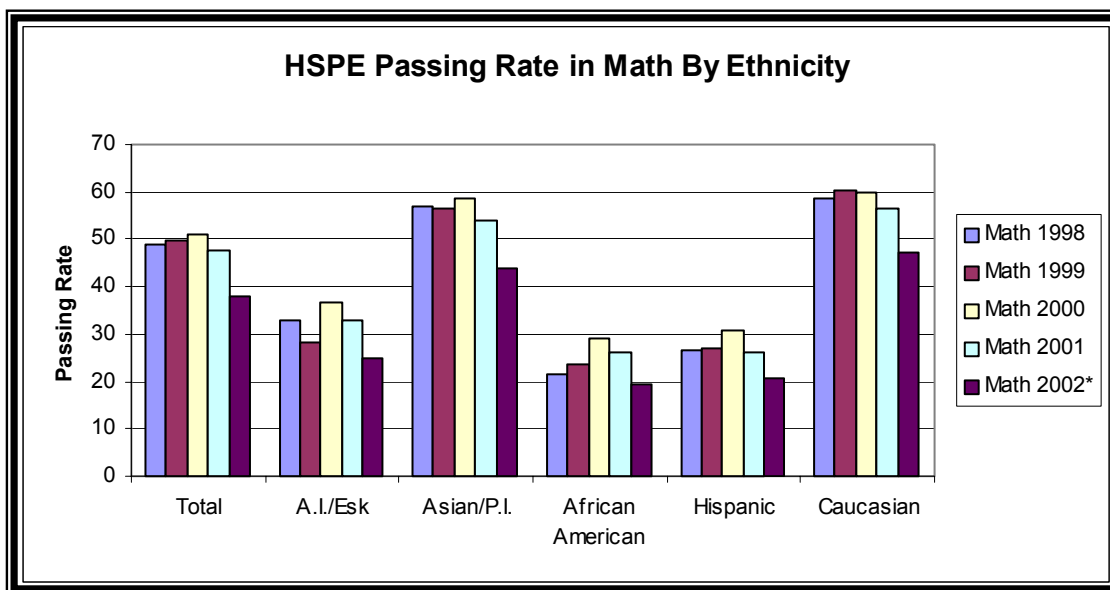
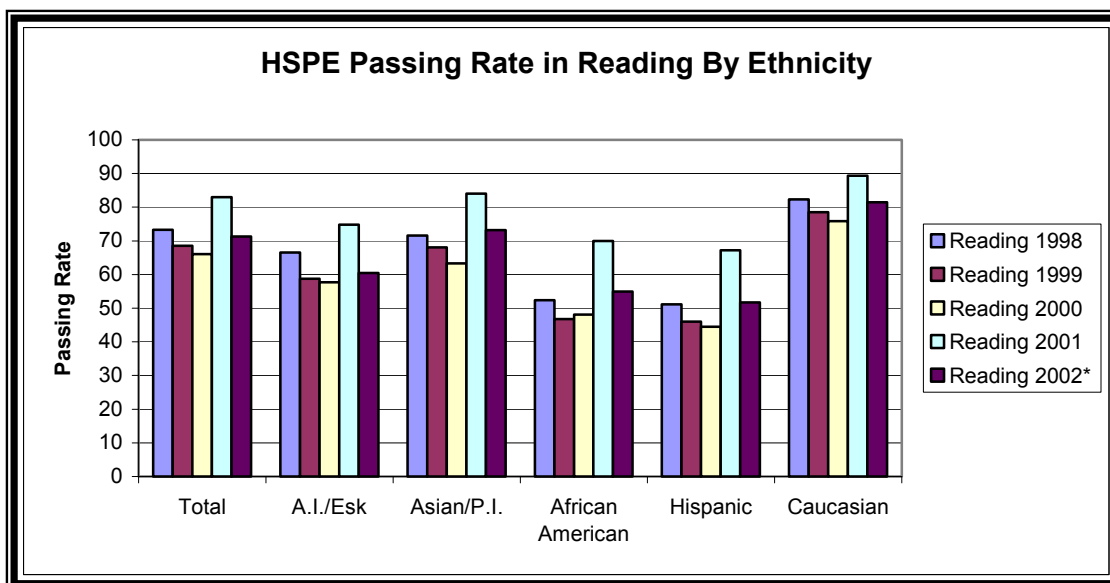
*Results based on the April administration to 10th grade pupils.

Note: Beginning in 2001, only those pupils who have sufficient credits are eligible to take the HSPE (NAC 389.445).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY TEST (HSPE)

Passing Rates By Population



Source: Nevada Department of Education.

*Results based on the April administration to 10th grade pupils.

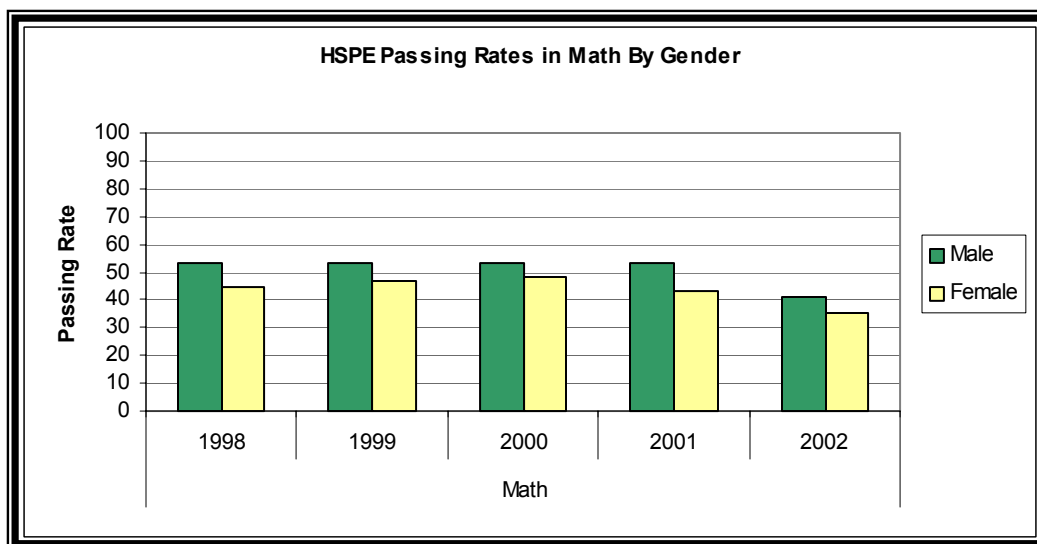
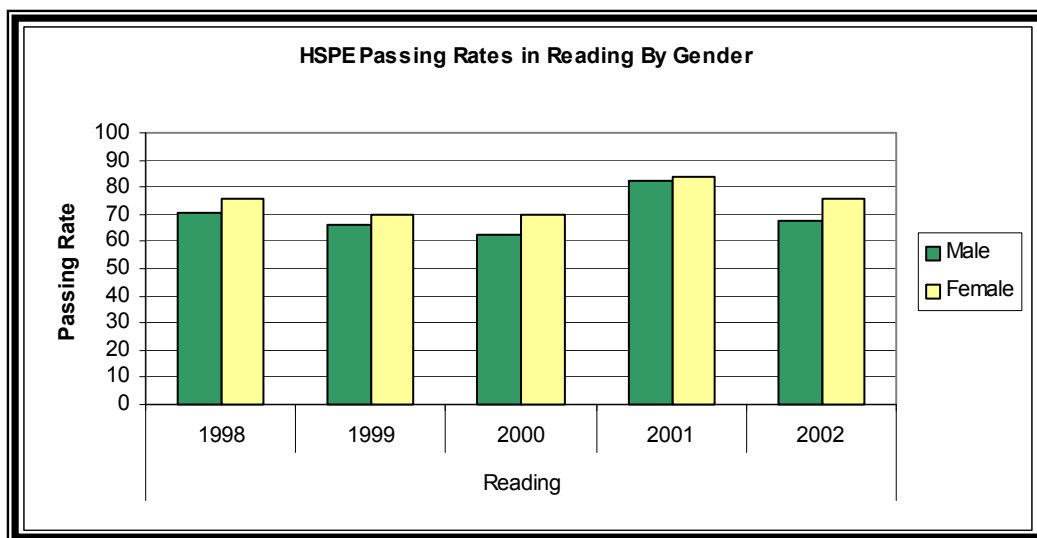
Note: Beginning in 2001, only those pupils who have sufficient credits are eligible to take the HSPE (NAC 389.445).

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

HIGH SCHOOL PROFICIENCY TEST (HSPE)

Passing Rates By Population

The charts below show the HSPE passing rates in FY 1997-98 through FY 2001-02 by gender. Please note that the results for FY 1997-98 through FY 2000-01 are based upon the October administration to pupils in grade 11. For FY 2001-02, the results are based upon the April administration to pupils in grade 10. In addition, beginning with the 2001 administration of the HSPE, only those pupils who have sufficient credits are eligible to take the HSPE (*Nevada Administrative Code 389.445*).
















Source: Nevada Department of Education

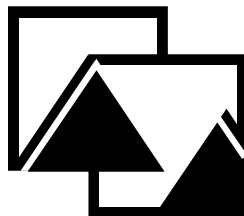
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

The Nevada Proficiency Examination Program in Writing has been administered to 12th grade students since 1979. In 1989, the examination was expanded to include 11th grade students, to provide more opportunities for students to fulfill graduation requirements. Assessments in 9th grade began in fall 1988 and were subsequently replaced with an 8th grade test in fall 1994. The 4th grade writing assessment was piloted in spring 1998 and was first administered in fall 1998; this assessment is utilized for diagnostic purposes only.

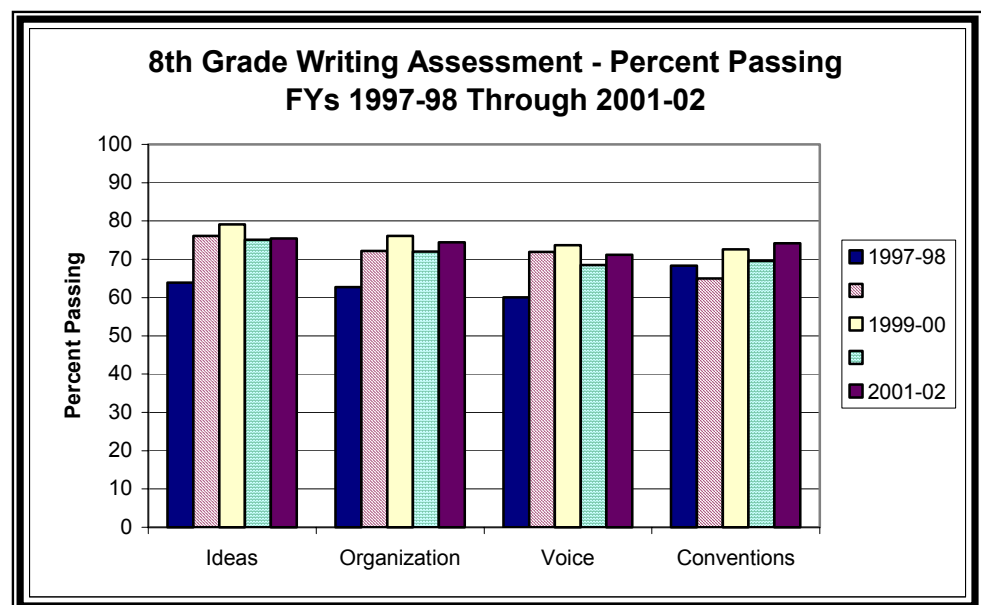
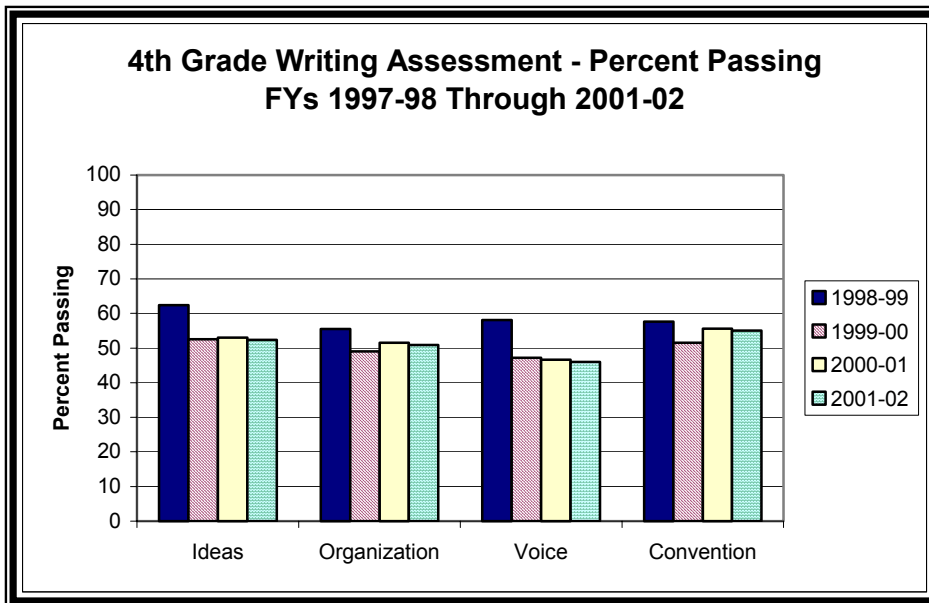
WRITING ASSESSMENT HISTORY					
Grades Tested					
	Grade 4	Grade 8	Grade 9	Grade 11	Grade 12
1979					
1988					
1989					
1994					
1998					
To Present					

Source: Nevada Department of Education.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

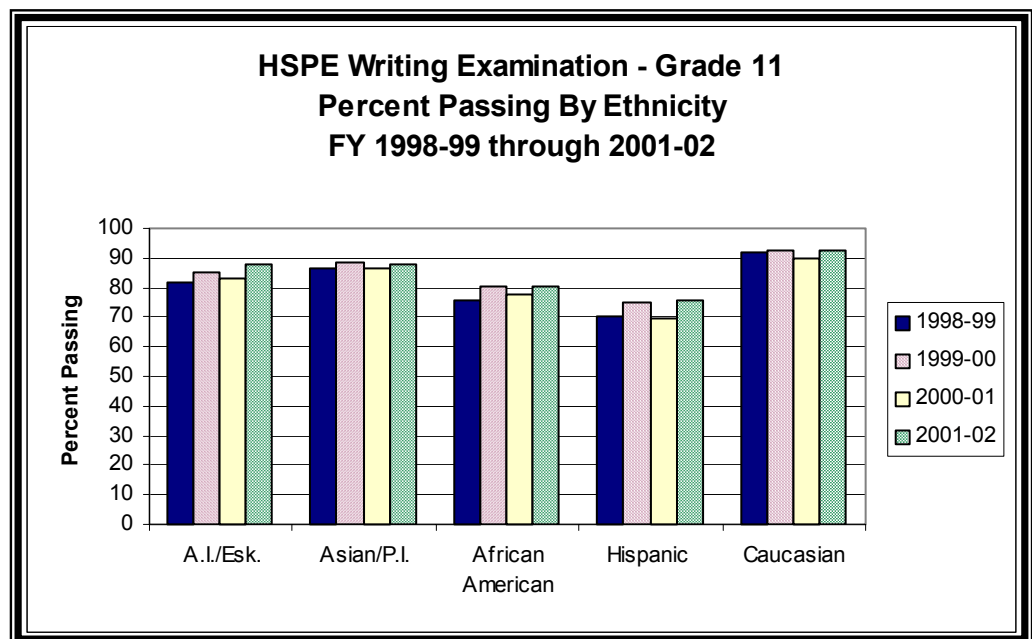
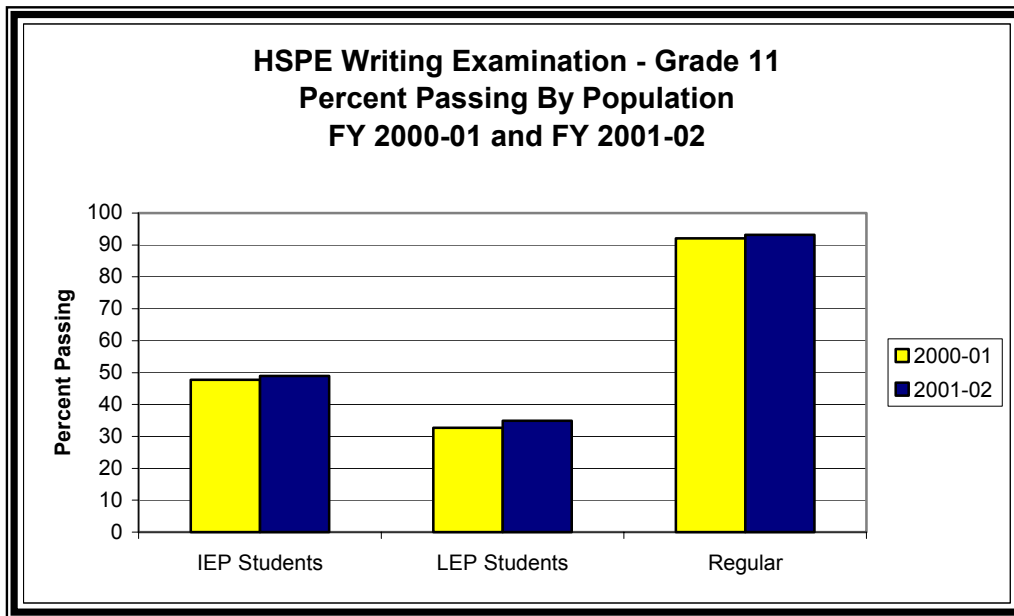
WRITING ASSESSMENT



Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

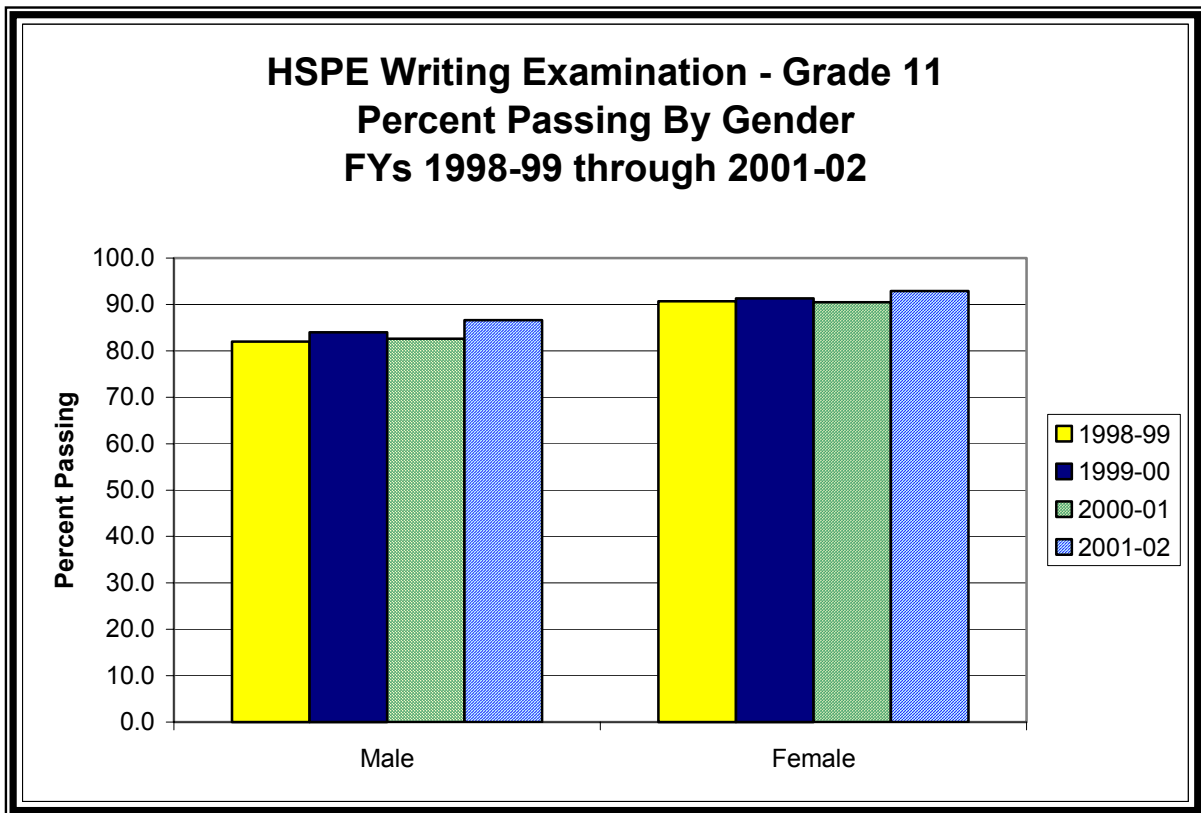
WRITING ASSESSMENT



Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

WRITING ASSESSMENT

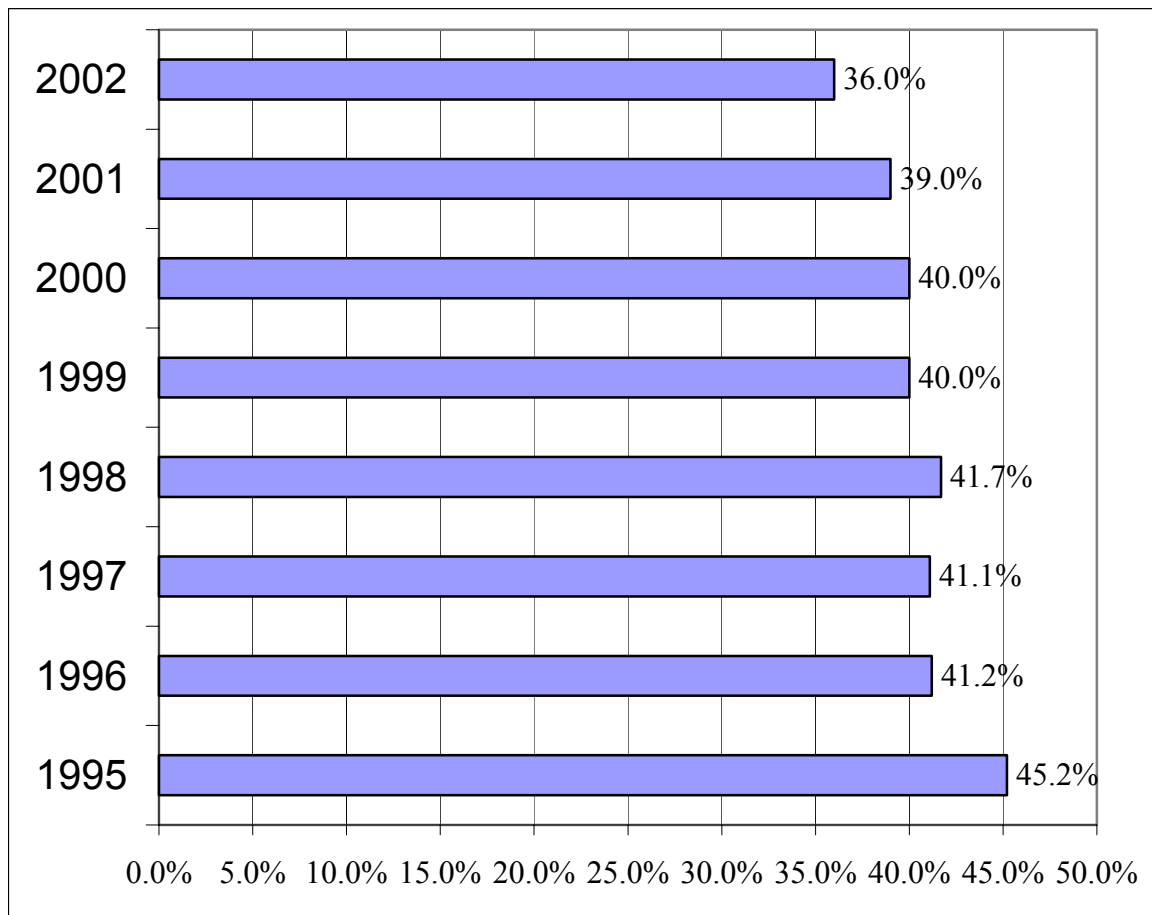


Source: Nevada Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

PERCENT OF NEVADA HIGH SCHOOL GRADUATES TAKING ACT FROM 1995 – 2002



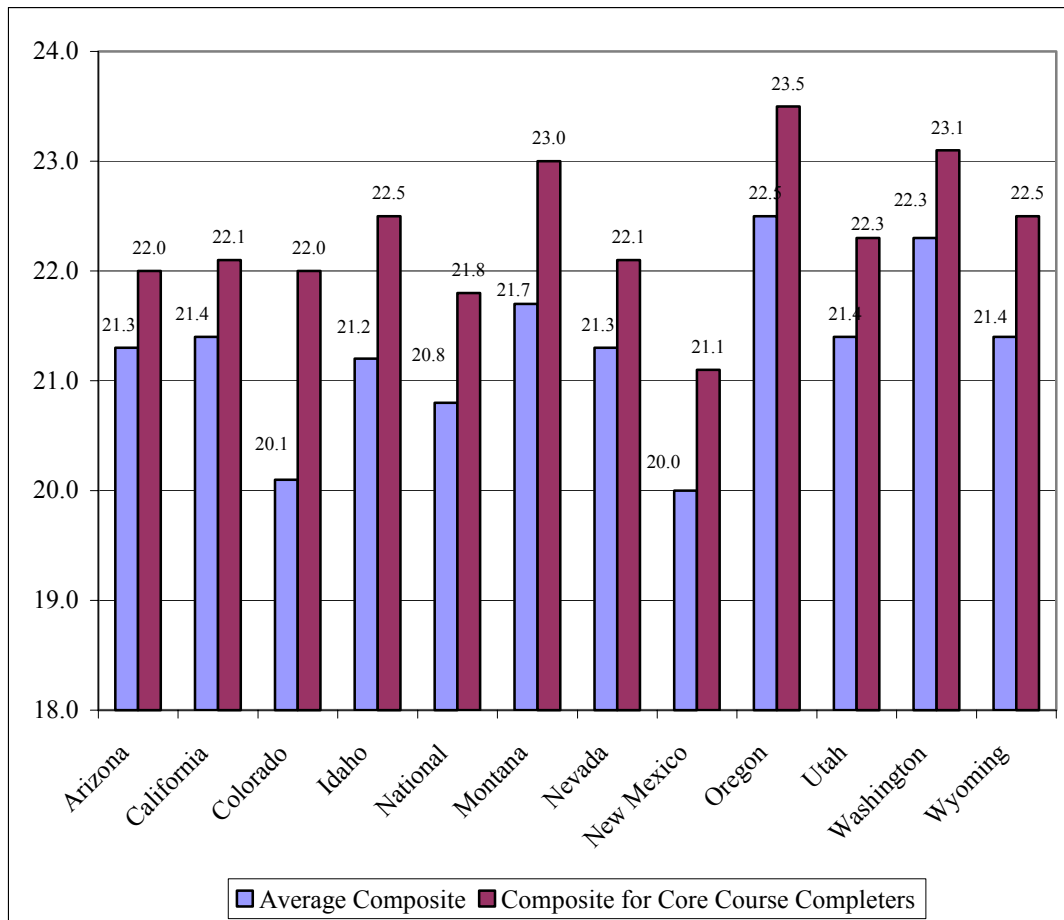
Source: ACT, Inc. 2002 ACT National and State Scores, www.act.org



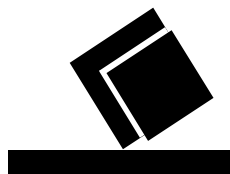
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

ACT SCORES FOR WESTERN STATES 2002



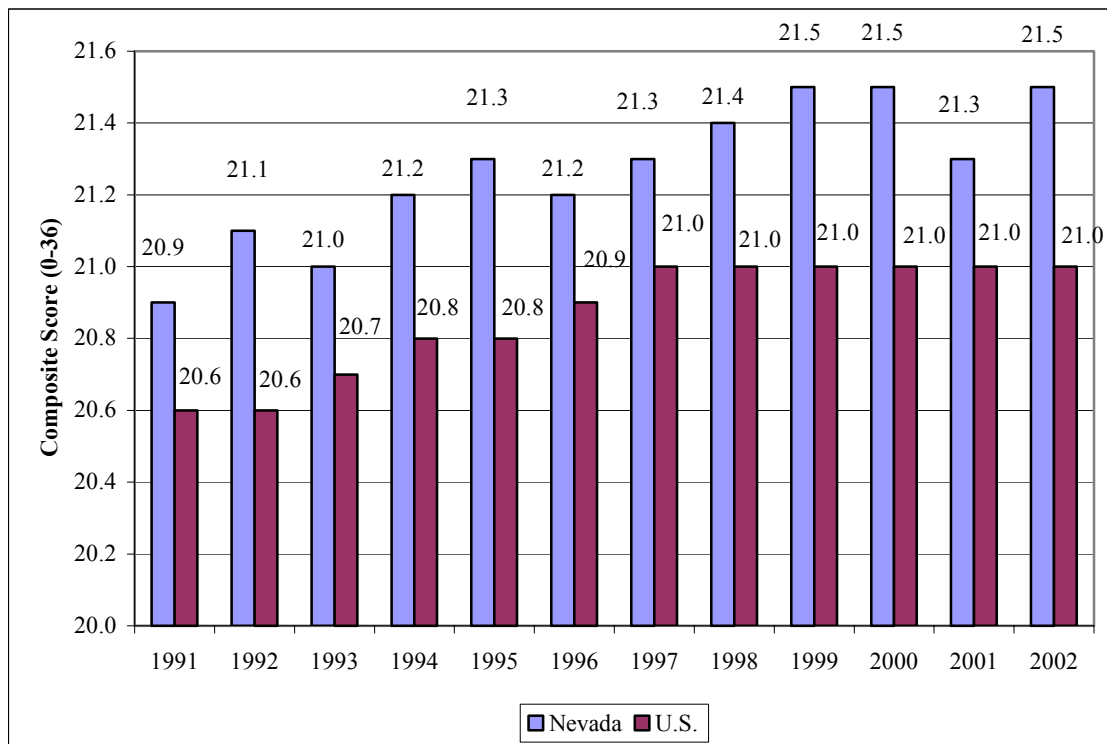
Source: ACT, Inc. 2002 ACT National and State Scores, www.act.org



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

AVERAGE ACT SCORES FOR NEVADA AND U.S. 1991-2002



Source: ACT, Inc. 2002 ACT National and State Scores, www.act.org



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

AMERICAN COLLEGE TESTING (ACT)

Average ACT Scores by Level of Academic Preparation 1994-2002

Year	Total		Core Course Completers		Non-Core Course Completers	
	Percent of Graduates Tested	Average Composite Score	Percent of Total Tested	Average Composite Score	Percent of Total Tested	Average Composite Score
1993-94	43	21.2	61	22.2	36	19.4
1994-95	42	21.3	62	22.2	35	19.6
1995-96	39	21.2	63	22.0	35	19.6
1996-97	39	21.3	62	22.1	36	19.8
1997-98	43	21.4	64	22.2	33	19.7
1998-99	41	21.5	65	22.3	33	19.9
1999-00	40	21.5	61	22.4	36	19.9
2000-01	39	21.3	61	22.2	36	19.8
2001-02	36	21.3	59	22.1	36	20.0

Source: ACT, Inc. 2002 ACT National and State Scores, www.act.org

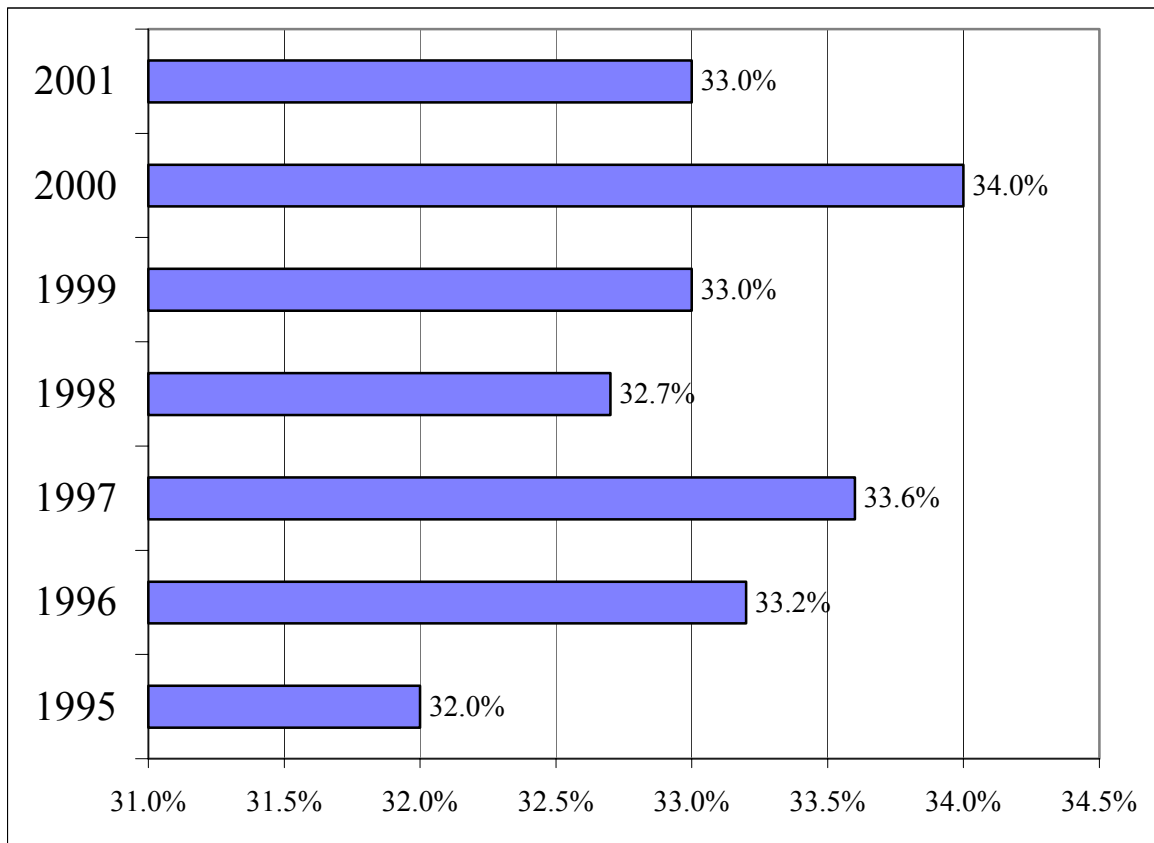
The ACT defines Core Course curriculum as at least four years of English and three years each of mathematics (algebra and above), social sciences, and natural sciences.



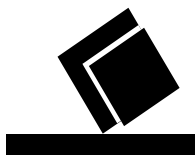
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ACHIEVEMENT TEST (SAT)

PERCENT OF NEVADA STUDENTS TAKING SAT 1995-2001



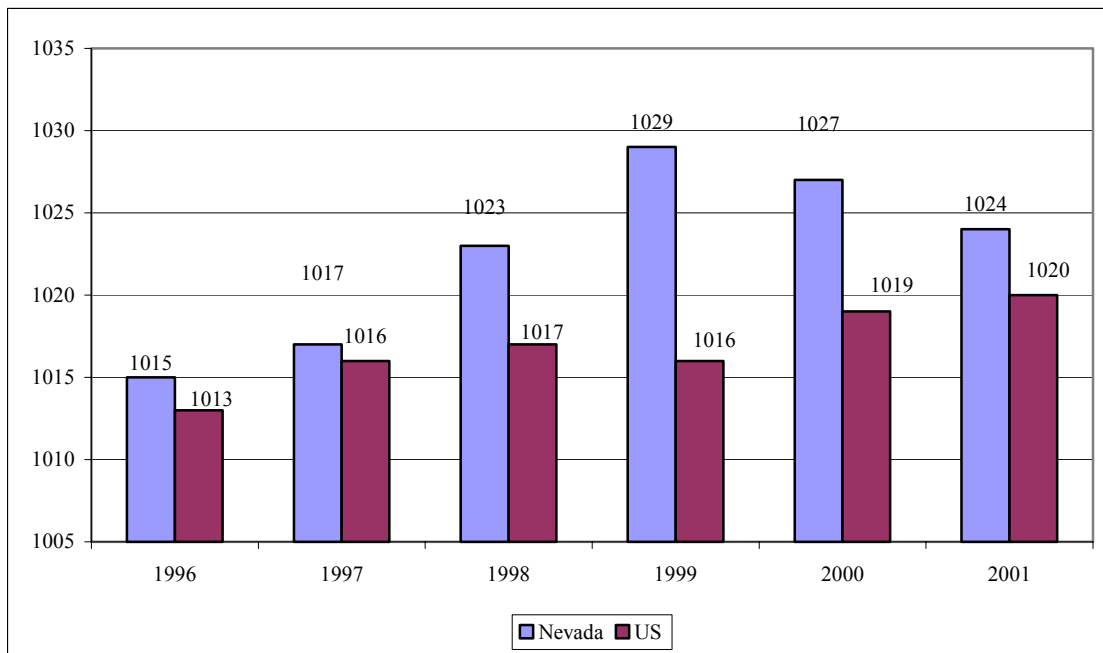
Source: Nevada Department of Education and The Digest of Education Statistics, National Center for Education Statistics, U.S. Department of Education.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ACHIEVEMENT TEST (SAT)

SAT SCORES FOR NEVADA AND U.S. 1996 - 2001



Source: Nevada Department of Education and The Digest of Education Statistics, National Center for Education Statistics, U.S. Department of Education.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

SCHOLASTIC ACHIEVEMENT TEST (SAT)

SAT SCORES FOR WESTERN STATES VERBAL AND MATHEMATICS 2001

	Verbal	Mathematics	Percent of Graduates Taking SAT
Arizona	523	525	34
California	498	517	51
Colorado	539	542	31
Idaho	543	542	17
Montana	539	539	23
Nevada	509	515	33
New Mexico	551	542	13
Oregon	526	526	55
Utah	575	570	5
Washington	527	527	53
Wyoming	547	545	11
National	506	514	45

Source: The Digest of Education Statistics, National Center for Education Statistics, U.S. Department of Education.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

PRELIMINARY SCHOLASTIC ACHIEVEMENT TEST (PSAT)

PSAT SCORES FOR COLLEGE-BOUND SOPHOMORES AND JUNIORS NEVADA AND NATIONAL — 2001-02

NEVADA SOPHOMORES AND JUNIORS TAKING PSAT

	Sophomore		Junior	
	Number	Percent	Number	Percent
Male	818	41.0%	2030	42.4%
Female	1176	59.0%	2757	57.6%

Source: The College Board, www.collegeboard.com

MEAN SCORES—NATIONAL AND NEVADA—SOPHOMORES AND JUNIORS

		Verbal	Math	Writing
Nevada				
	Sophomore	47.9	48.6	49.1
	Junior	49.0	49.6	49.2
National				
	Sophomore	45.1	45.5	46.2
	Junior	48.3	49.0	48.9

Source: The College Board, www.collegeboard.com

ETHNIC BACKGROUND—NEVADA SOPHOMORES AND JUNIORS

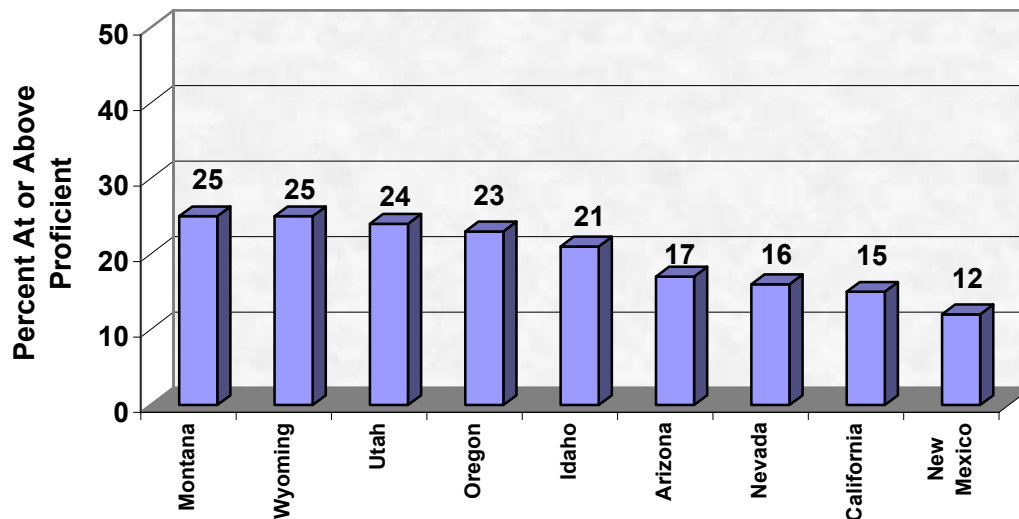
	Sophomores		Juniors	
	Number	Percent	Number	Percent
American Indian	15	0.8	72	1.6
Asian American	271	13.9	477	10.3
African American	70	3.6	207	4.5
Mexican American	113	5.8	259	5.6
Puerto Rican	4	0.2	22	0.5
Other Hispanic	65	3.3	163	3.5
White	1352	69.4	3321	71.7
Other	57	2.9	109	2.4
No response	47		159	

Source: The College Board, www.collegeboard.com

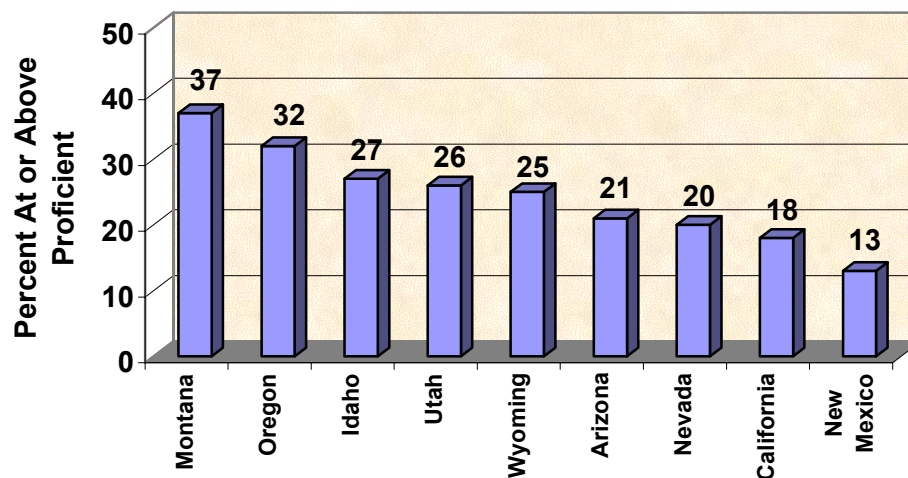
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP Scores for Western States
4th Grade Mathematics - 2000



NAEP Scores for Western States
8th Grade Mathematics - 2000

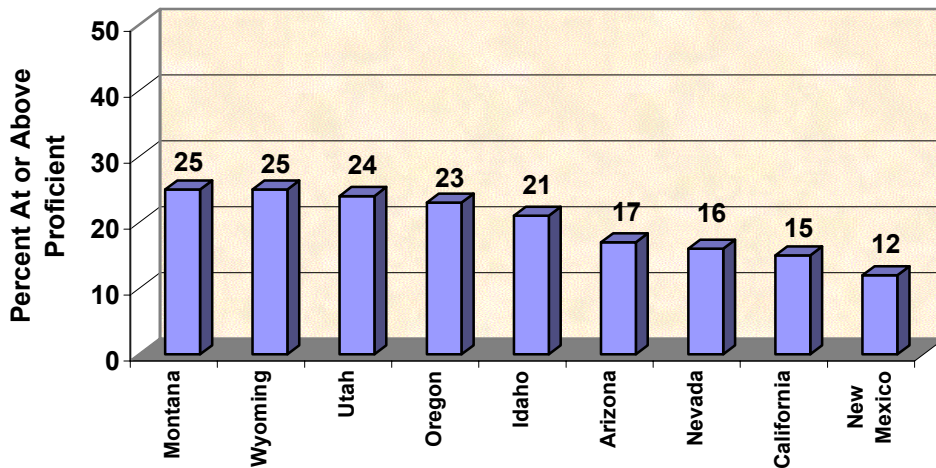


Source: NAEP, State Reports 2002 (<http://www.nces.ed.gov/nationsreportcard/>)

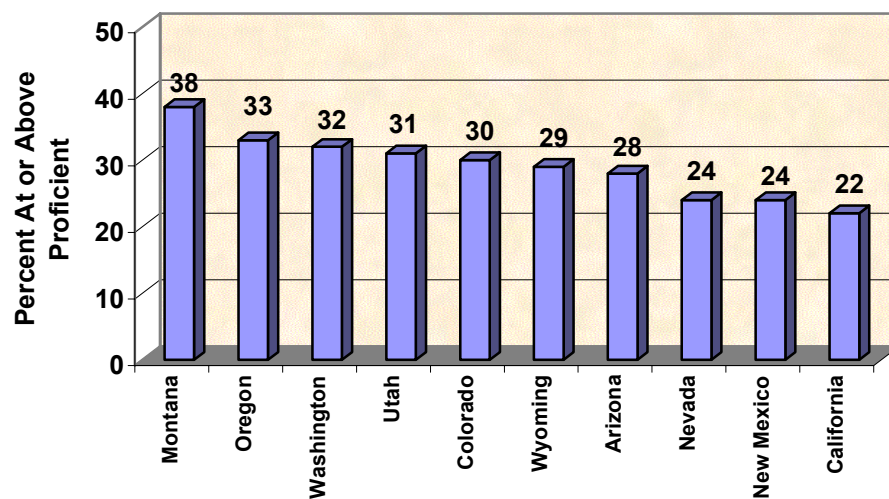
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP Scores for Western States
4th Grade Reading - 1998



NAEP Scores for Western States
8th Grade Reading - 1998

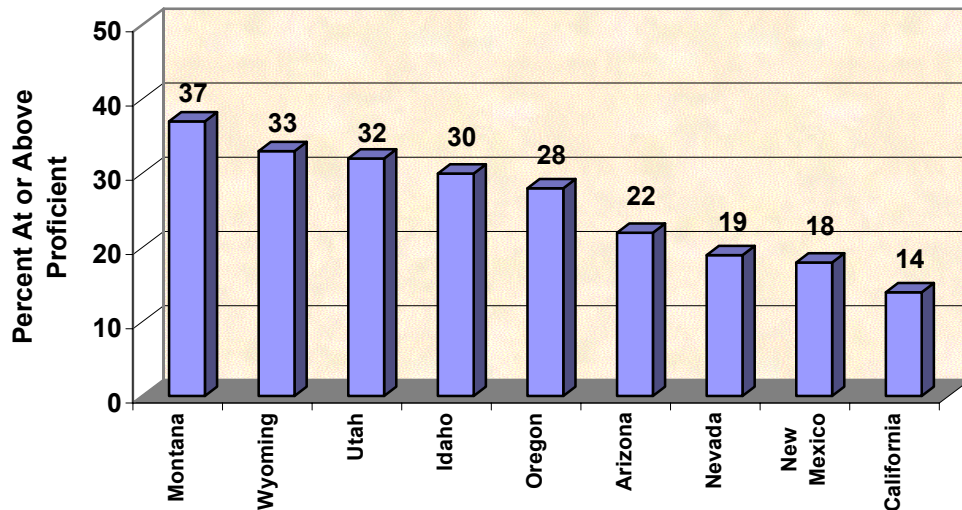


Source: NAEP, State Reports 2002 (<http://www.nces.ed.gov/nationsreportcard/>)

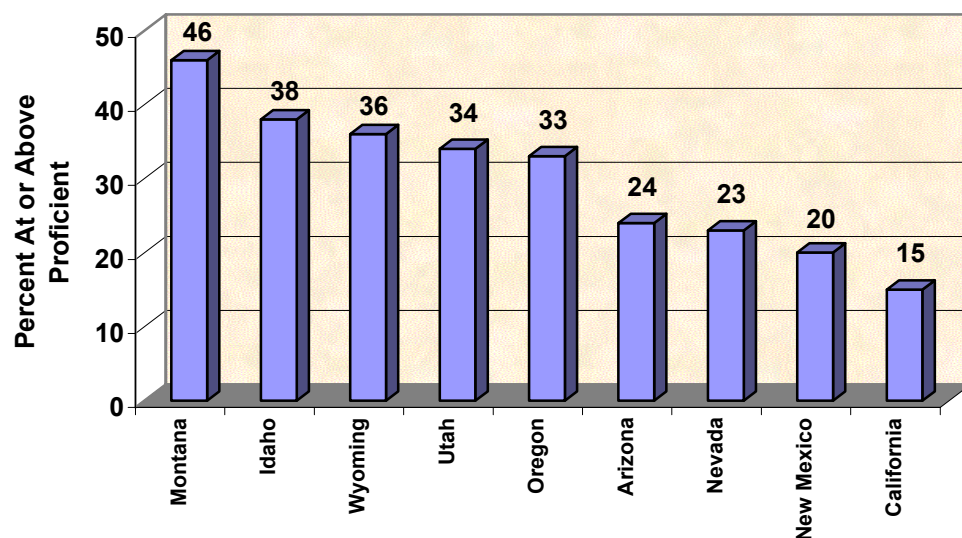
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP Scores for Western States
4th Grade Science - 2000



NAEP Scores for Western States
8th Grade Science - 2000

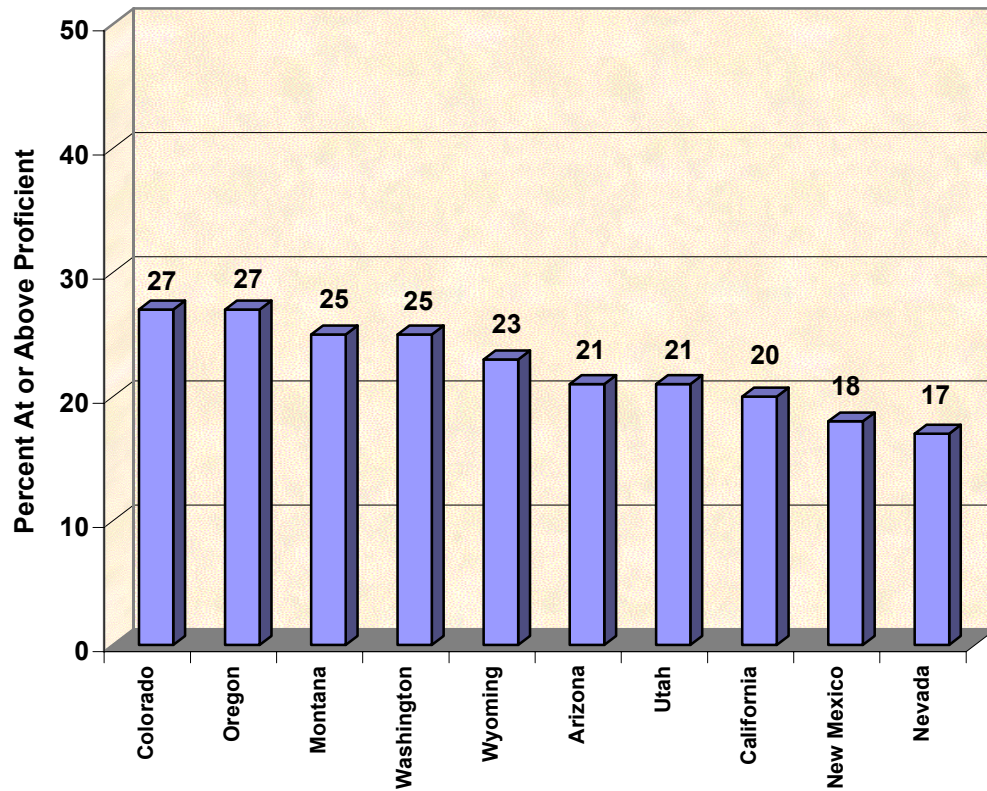


Source: NAEP, State Reports 2002 (<http://www.nces.ed.gov/nationsreportcard/>)

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP Scores for Western States
8th Grade Writing - 1998



Source: NAEP, State Reports 2002 (<http://www.nces.ed.gov/nationsreportcard/>)

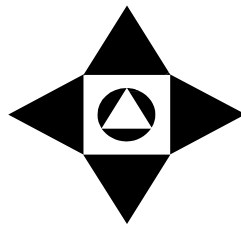
NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

STUDENTS — ADVANCED COURSES

Core Course-Taking Patterns Nevada and Participating Western States, 2000

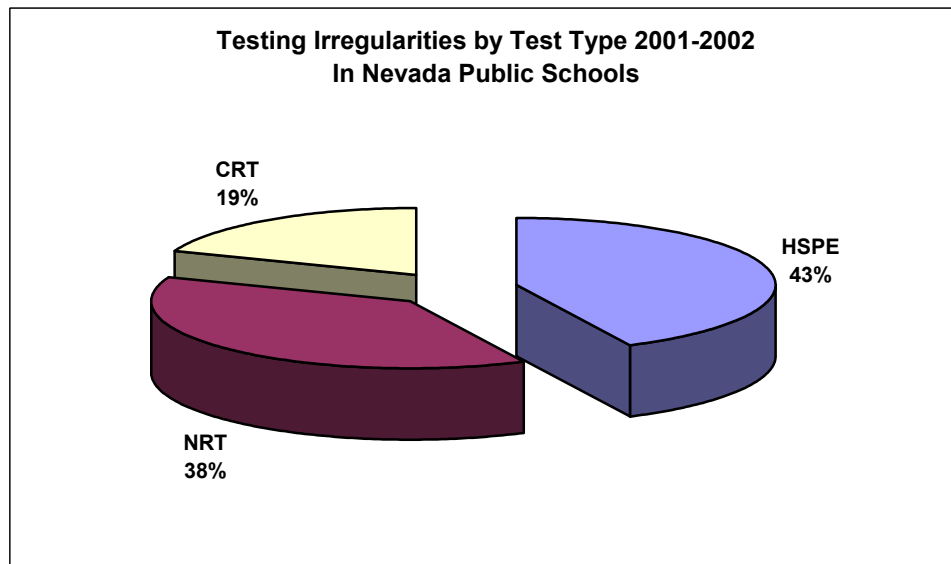
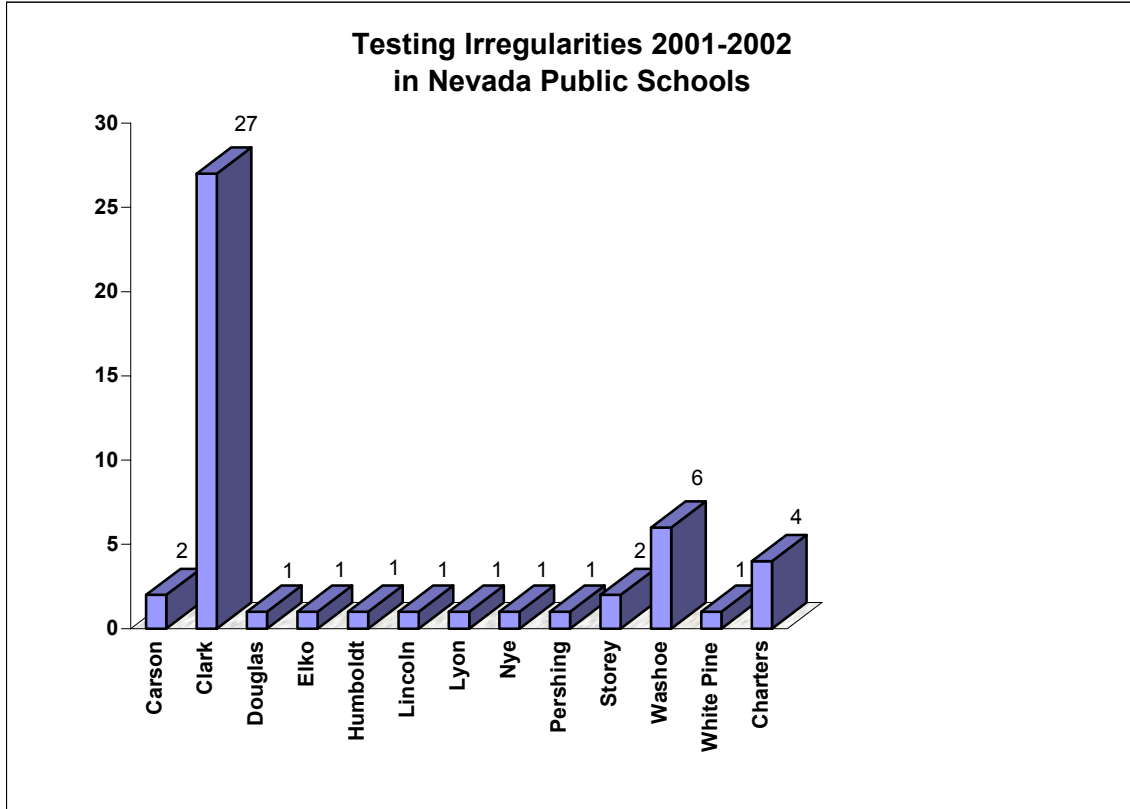
	Percent of Eighth Graders Taking Algebra I	Percent of Students Grades 9-12 Taking One or More Upper Level Math Course	Percent of Students Taking Physics by Graduation
California	33 %	59 %	16 %
Idaho	20 %	62 %	15 %
Nevada	13 %	55 %	22 %
New Mexico	17 %	52 %	11 %
Oregon	23 %	54 %	20 %
Utah	53 %	77 %	39 %
Wyoming	16 %	56 %	21 %
National	20 %	70 %	23 %

Source: Council of Chief State School Officers. State Indicators of Science and Mathematics Education, 2000.



NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

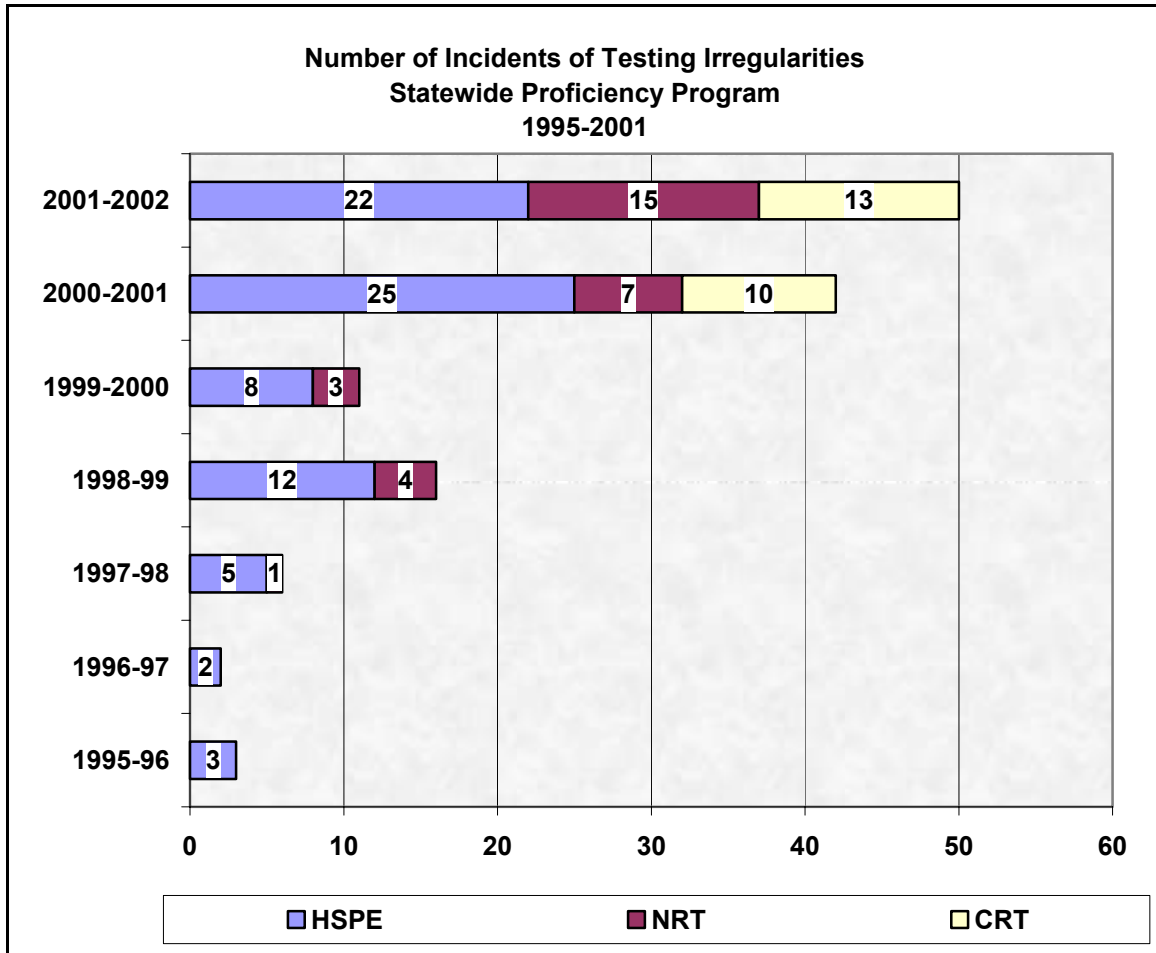
TESTING IRREGULARITIES IN SECURITY OR ADMINISTRATION



Source: NRS 389.648 Report

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

TESTING IRREGULARITIES IN SECURITY OR ADMINISTRATION

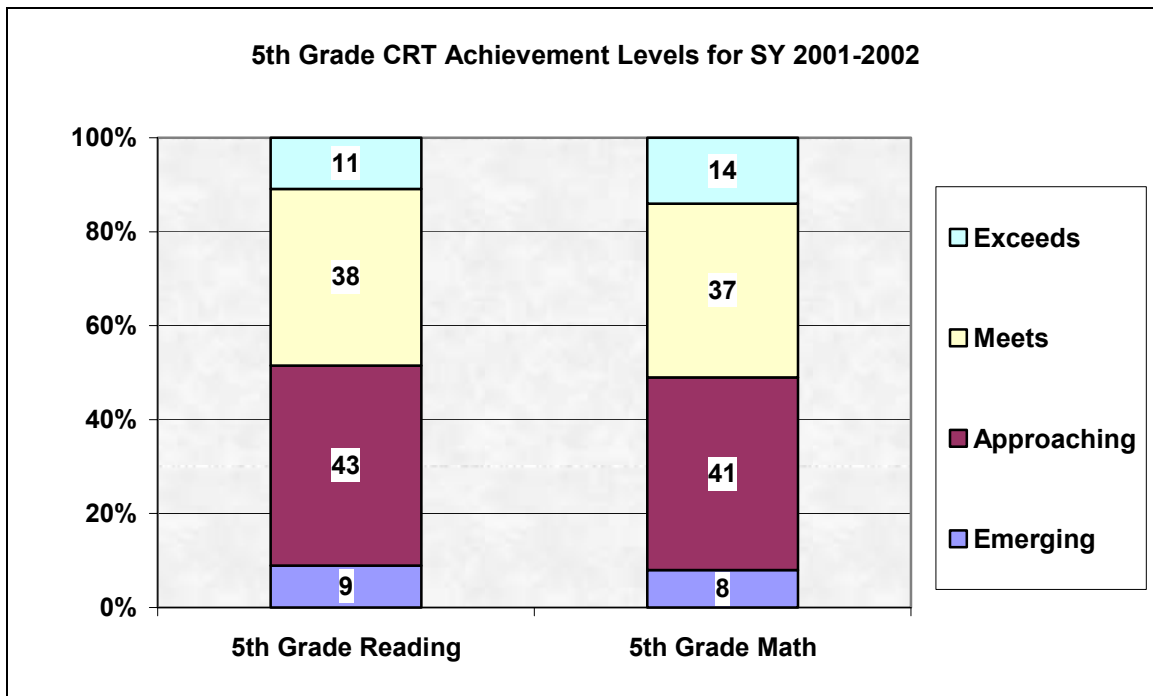
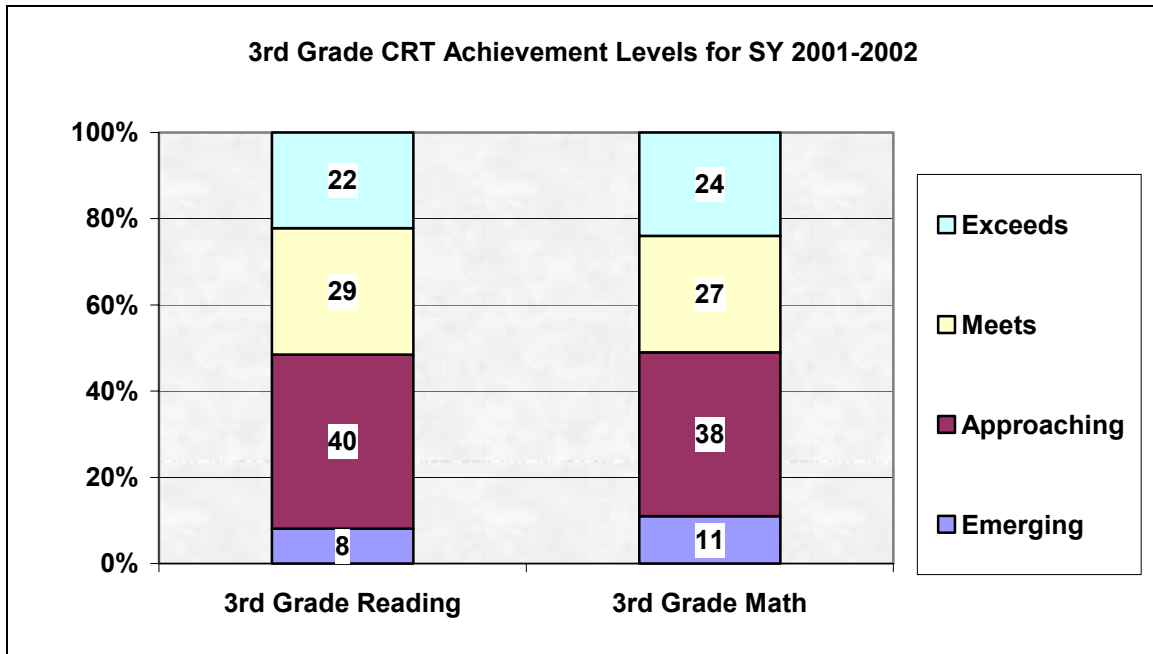


Source: Nevada Department of Education and *Nevada Revised Statutes* 389.648 Report

Note: The annual reporting requirements and new definitions of testing irregularities became effective for the 2001-2002 School Year. Also, the testing irregularities in School Year 2000-2001 for the CRTs were during the pilot administration.

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

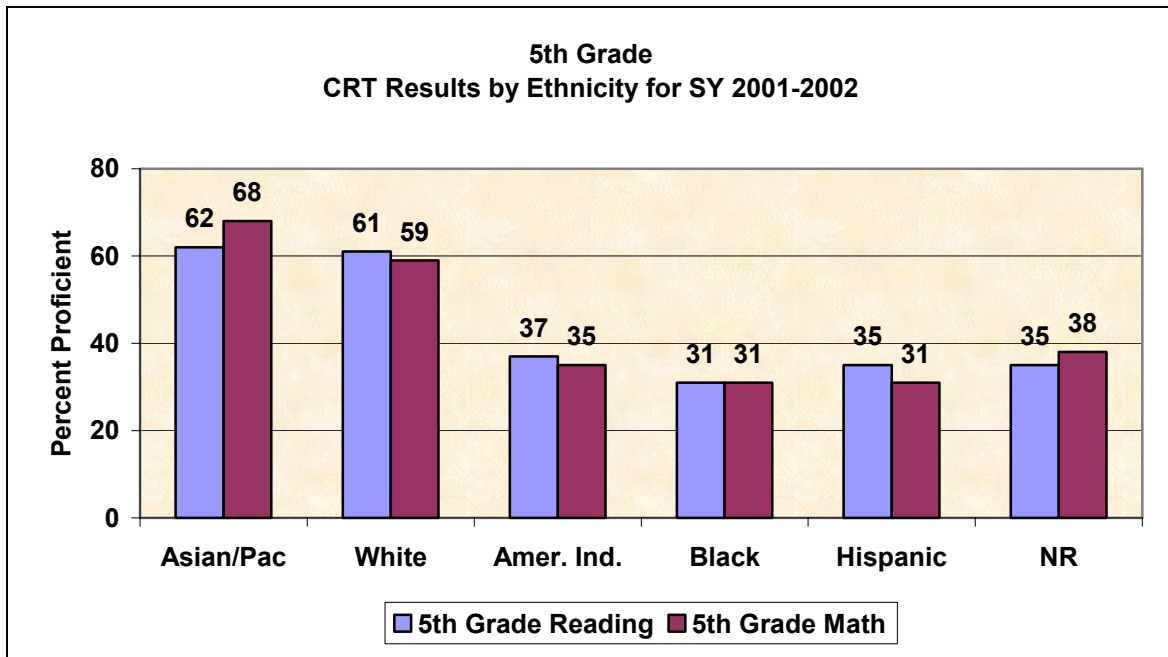
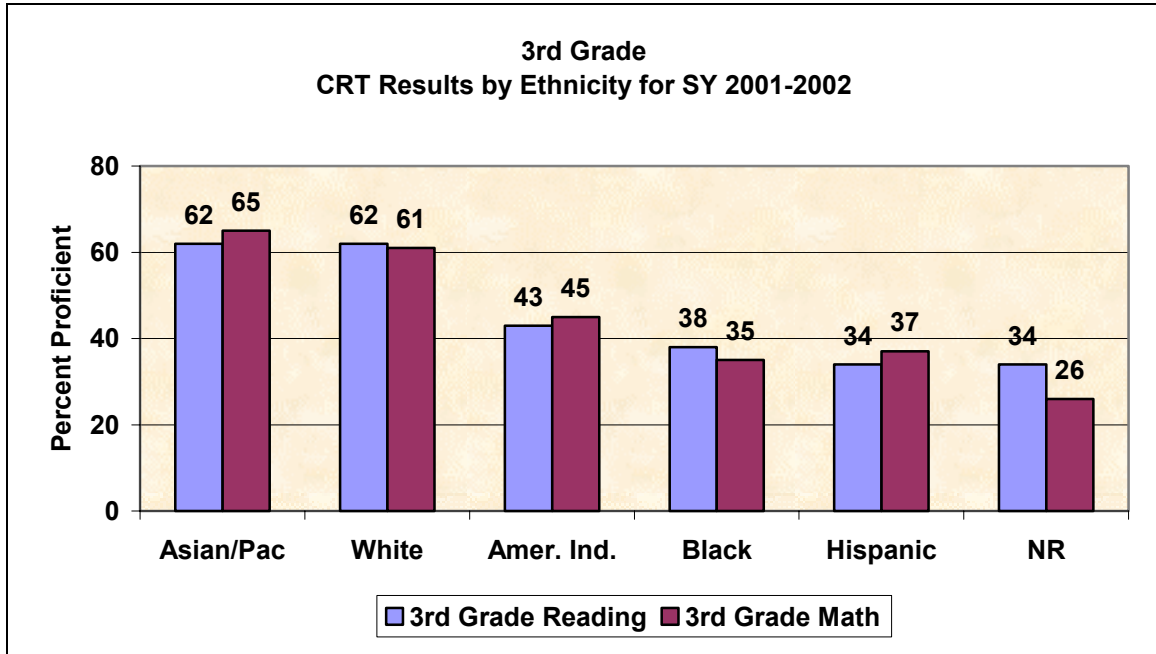
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

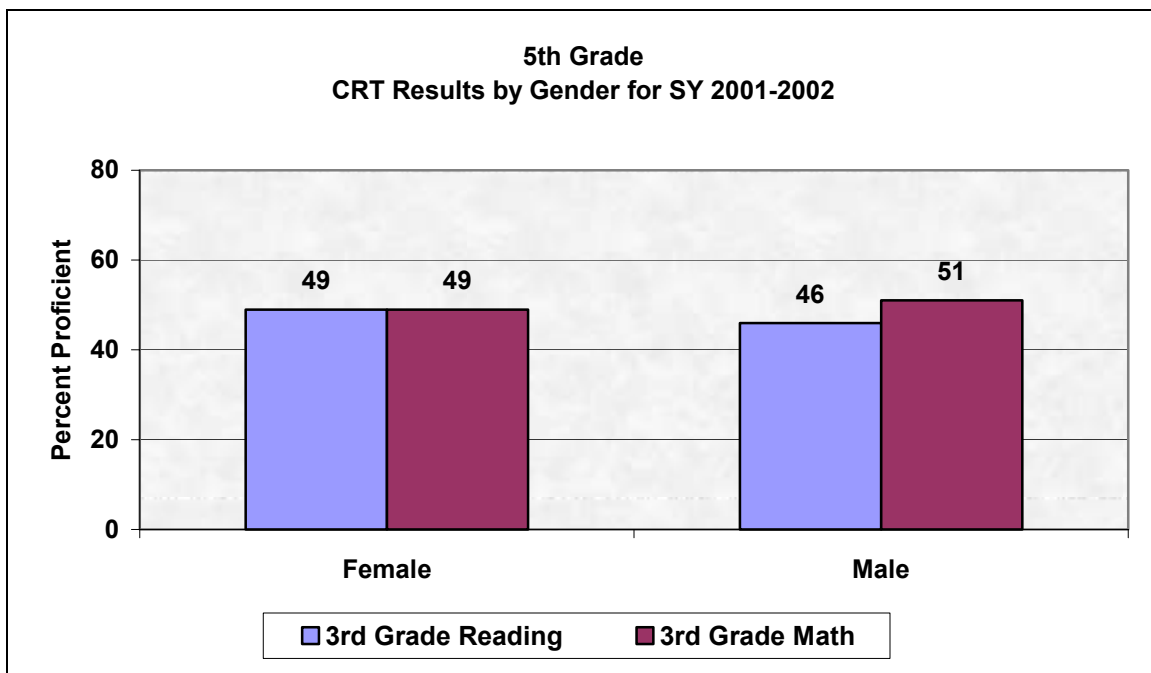
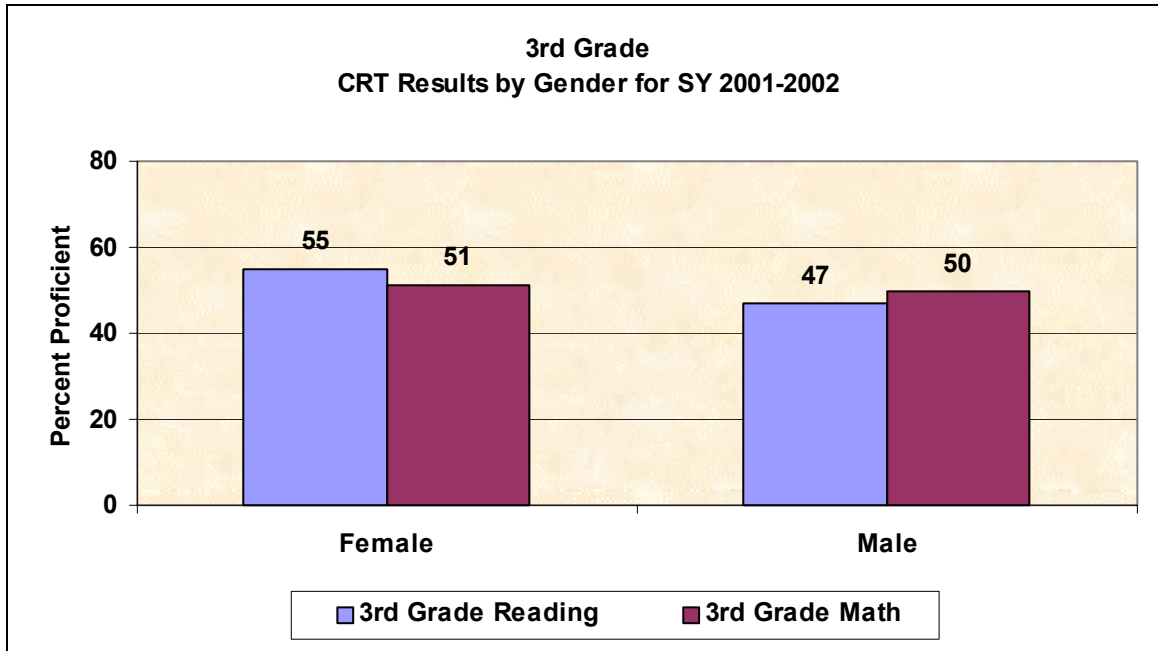
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

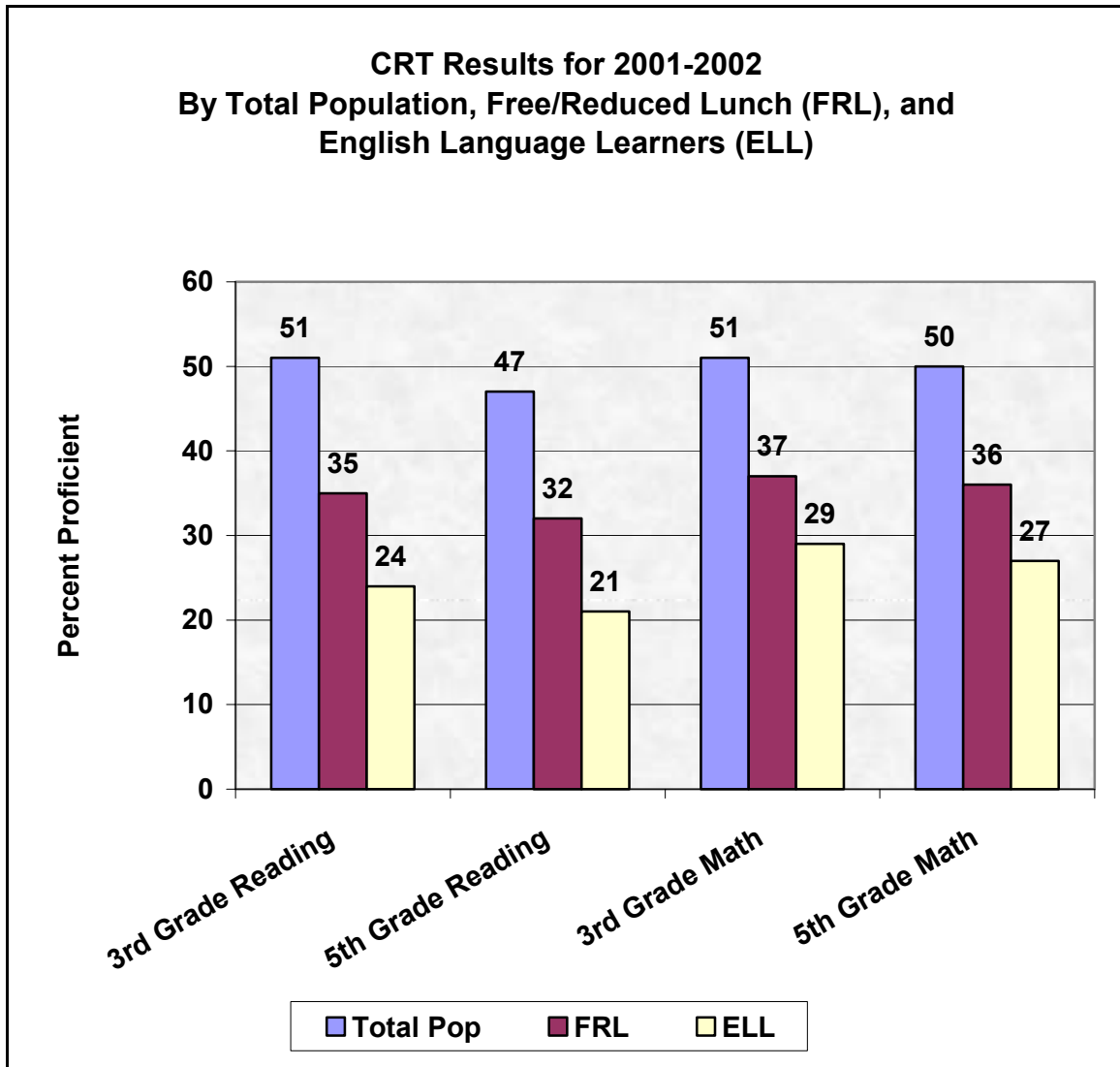
CRITERION-REFERENCED TESTS (CRTs)



Source: Nevada Department of Education

NEVADA STATEWIDE EDUCATION PROFICIENCY PROGRAM

CRITERION-REFERENCED TESTS (CRTs)



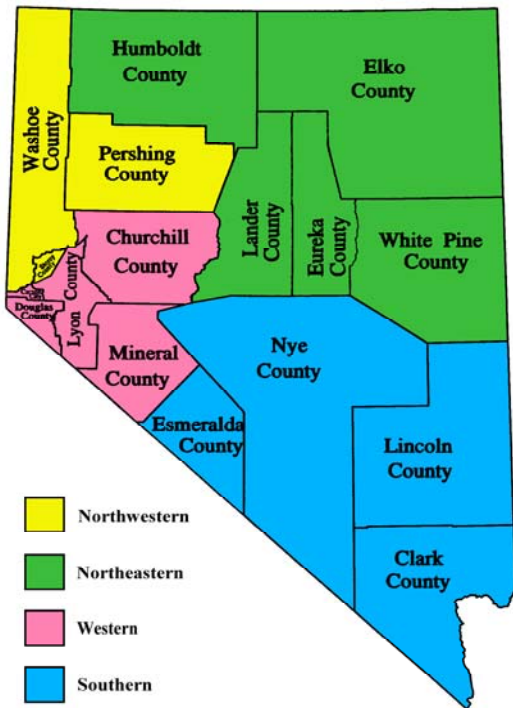
Source: Nevada Department of Education

IX. PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

BACKGROUND

Regional Professional Development Programs (RPDPs)

In response to a series of regional workshops conducted by the Legislature during the 1997-98 interim period, teachers, administrators, and others proposed a regional professional development model to help educators teach the new state academic standards. The 1999 Legislature appropriated \$3.5 million in each year of the biennium to establish and operate four



regional training programs to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. The 2001 Legislature appropriated an additional \$4.7 million in FY 2001-02 and \$5.5 million in FY 2002-03 to continue and evaluate the RPDPs. The four regional training programs serve the school districts identified in the map.

NW = Pershing, Storey, and Washoe Counties.
NE = Elko, Eureka, Humboldt, Lander, and White Pine Counties.
Western = Carson, Churchill, Douglas, Lyon, and Mineral Counties.
Southern = Clark, Esmeralda, Lincoln, and Nye Counties.

Implementation of each Regional Professional Development Program (RPDP) is overseen by a governing body composed of superintendents of schools, representatives of the University and Community College System of Nevada, teachers, and employees of the Nevada Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of needs.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

BACKGROUND

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Coordinating Council for coordination of regional training. The Council consists of the RPDP coordinator from each of the four regions, as well as one member of the governing board from each of the four regions. Duties of the Council include adopting statewide standards for professional development; disseminating information to school districts, administrators, and teachers concerning the training, programs, and services provided by the regional training program; and conducting long-range planning concerning the professional development needs of teachers and administrators employed in Nevada.

Nevada Early Literacy Intervention Program (NELIP)

To assist the state in reaching the goal of all pupils reading at grade level by the end of 3rd grade, \$4.5 million in each year of the 2001-2003 biennium was approved for the RPDPs to establish and evaluate a Nevada Early Literacy Intervention Program (NELIP). This program is designed to provide training for teachers who teach kindergarten and grades 1, 2, and 3, on methods to teach fundamental reading skills. The fundamental reading skills are:

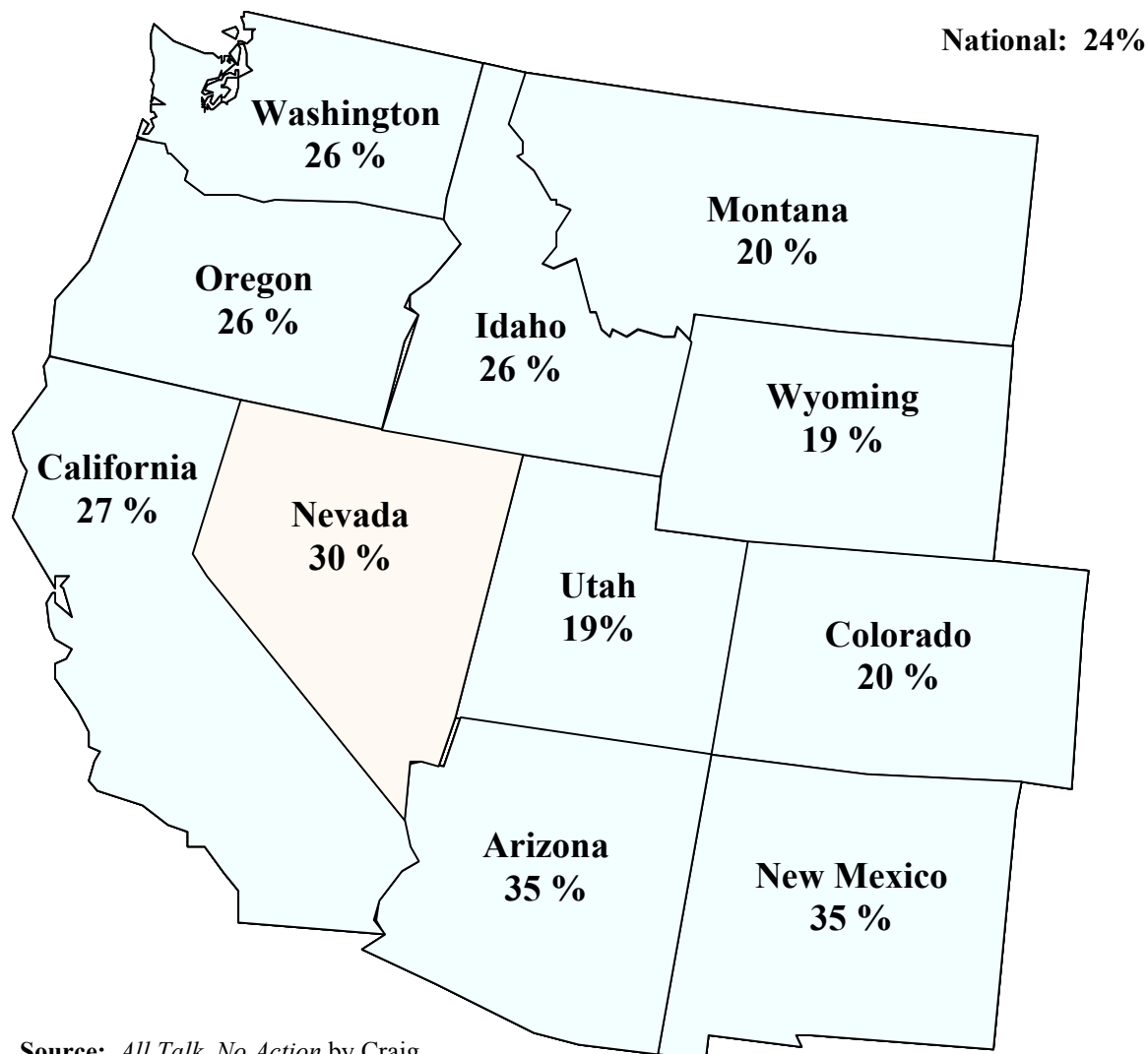
- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.



PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

TEACHER QUALITY

**PERCENT OF SECONDARY CLASSES (INCLUDES MIDDLE AND HIGH SCHOOLS) IN CORE ACADEMIC SUBJECTS THAT ARE TAUGHT BY TEACHERS LACKING AT LEAST A MINOR IN THEIR FIELD
(FOR WESTERN STATES – 1999-2000)**

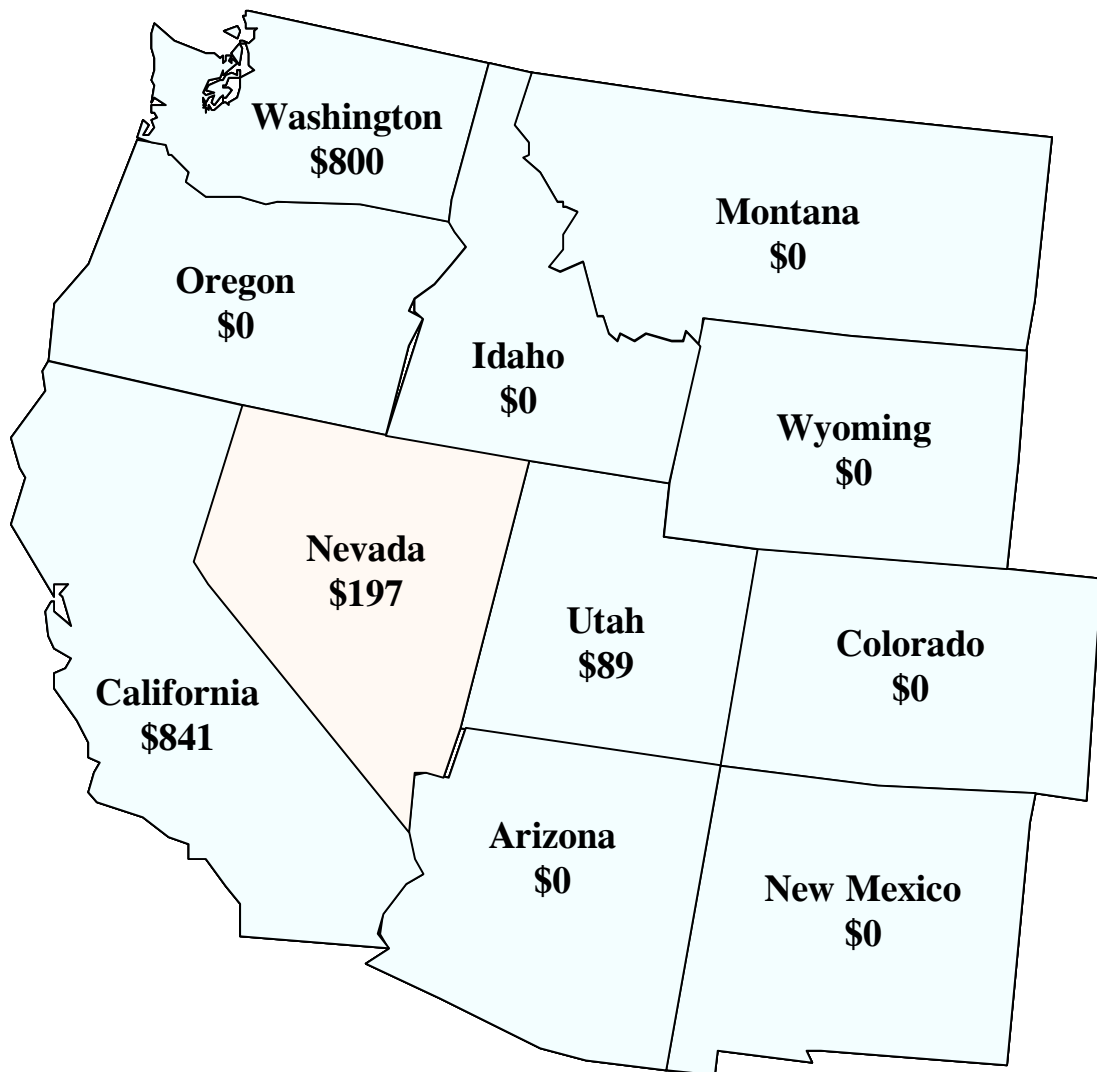


Source: *All Talk, No Action* by Craig Jerald, Education Trust, August 2002

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

PROFESSIONAL DEVELOPMENT FUNDING

WESTERN STATES THAT DIRECTLY FUND PROFESSIONAL DEVELOPMENT FOR TEACHERS AND THE AVERAGE FUNDING PER TEACHER.



Source: *Education Week*, January 11, 2001

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING

FUNDING FOR REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (RPDPs)

RPDPs	ACTUAL 1999-2000	ACTUAL 2000-2001	ACTUAL 2001-2002	ACTUAL 2002-2003
Southern RPDP	\$1,284,603	\$1,354,311	\$2,130,044	\$2,500,456
Western RPDP	\$ 640,655	\$ 686,415	\$ 740,885	\$869,724
Northwestern RPDP	\$ 832,993	\$ 921,360	\$ 972,411	\$1,141,513
Northeastern RPDP	\$ 691,749	\$ 487,914	\$ 787,190	\$ 924,082
Evaluation of the RPDP	\$ 50,000	\$ 50,000	\$ 65,000	\$ 65,000
TOTAL	\$3,500,000	\$3,500,000	\$4,630,530	\$5,435,775

Source: Legislative Counsel Bureau, Fiscal Analysis Division.



PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

PARTICIPATION-RPDPs

Participation of Teachers and Administrators – FY 2001-02

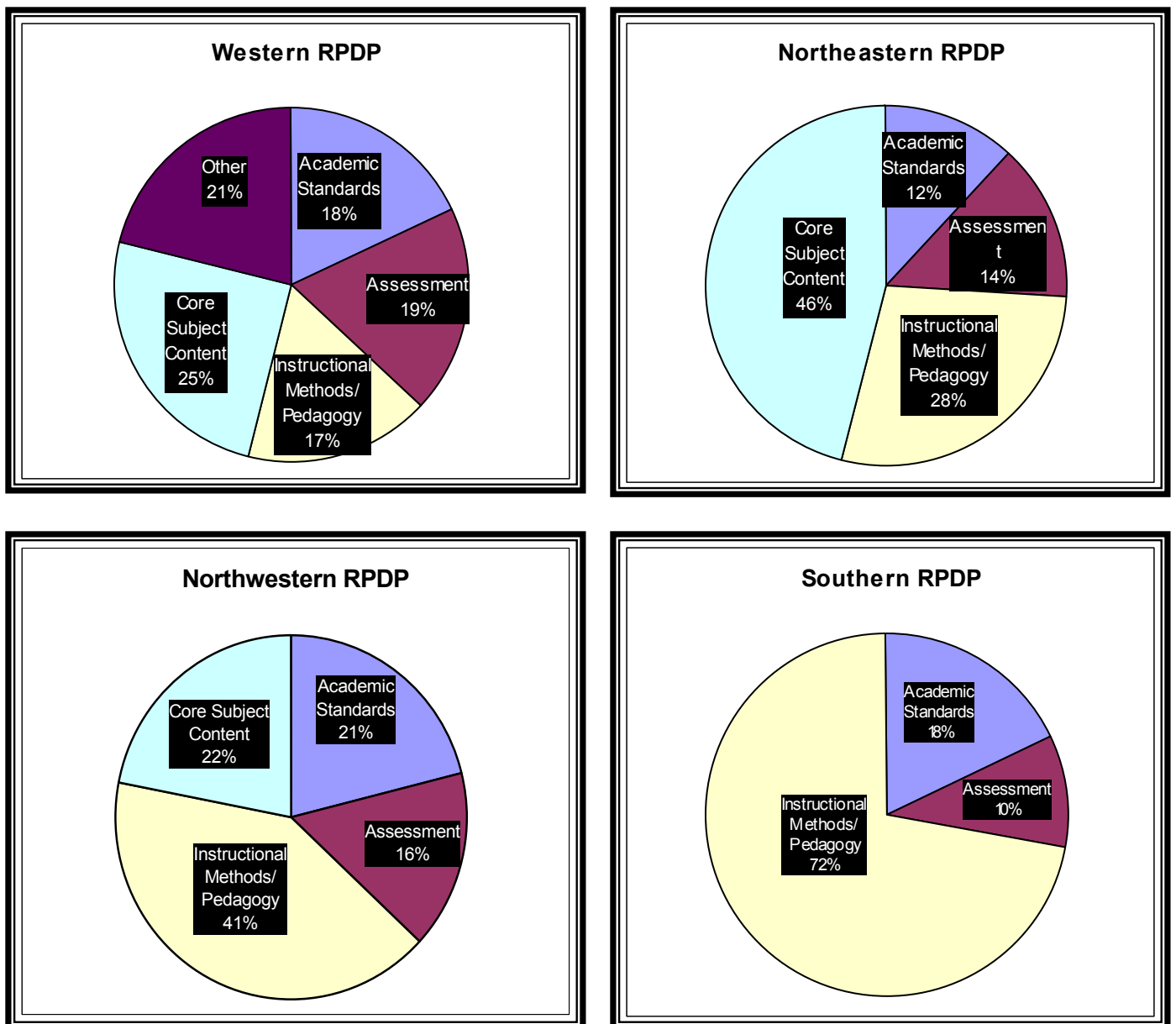
RPDPs	District	Teachers Administrators	TOTAL
Southern RPDP	Clark	6,609	6,964
		355	
	Esmeralda	7	8
		1	
	Lincoln	65	75
		10	
	Nye	250	262
		12	
	TOTAL	6,931	7,309
		378	
Western RPDP	Carson City	536	559
		23	
	Churchill	264	278
		14	
	Douglas	450	473
		23	
	Lyon	462	486
		24	
	Mineral	64	67
		3	
	TOTAL	1,776	1,863
		87	
Northwestern RPDP	Pershing	57	62
		5	
	Storey	28	32
		4	
	Washoe	2,191	2,329
		138	
	TOTAL	2,276	2,423
		147	
Northeastern RPDP	Elko	665	691
		26	
	Eureka	20	20
		0	
	Humboldt	158	164
		6	
	Lander	73	78
		5	
	White Pine	101	104
		3	
	TOTAL	1,017	1,057
		40	
	STATEWIDE TOTAL	12,000	12,652
		652	

Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

RPDP TRAINING

Regional Professional Development Programs Percent of Concentration of Training for Teachers/Administrators FY 2001-2002



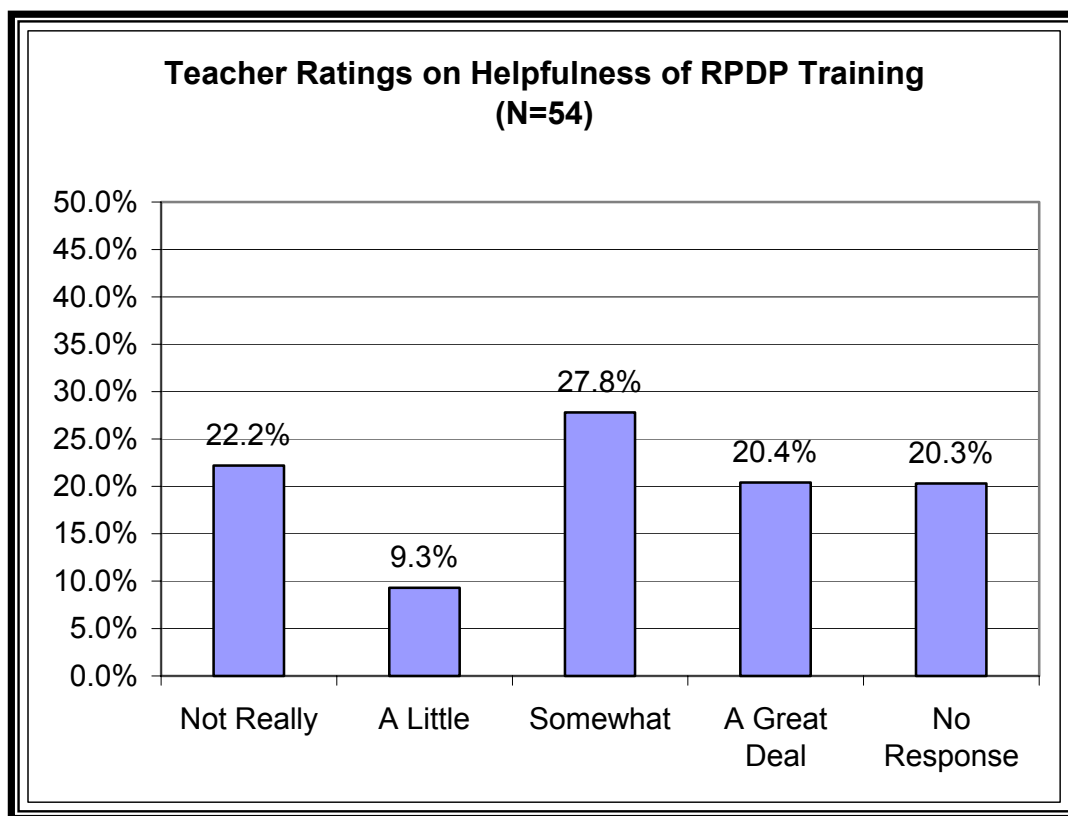
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs

For the first time, WestEd, the third-party evaluator of the RPDPs, conducted an observation study that is intended to look into the classroom to ascertain and describe instruction as it aligns with elements of a standards-based lesson.

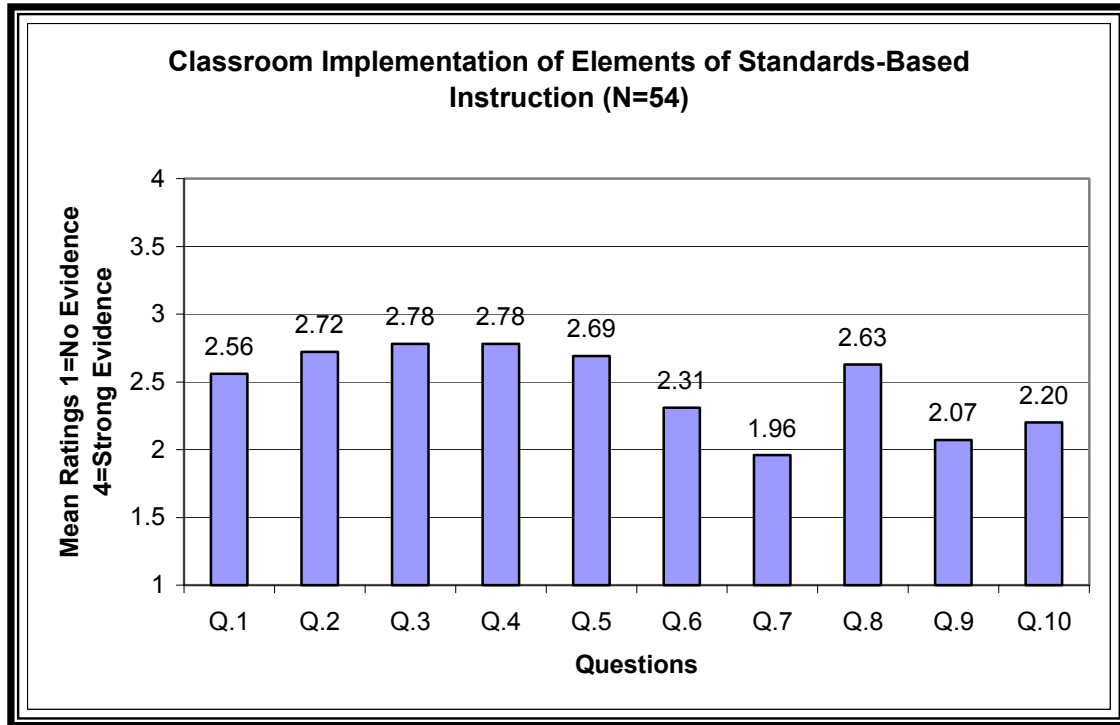
The study sample consisted of 54 upper elementary teachers (4th, 5th, and 6th grades) from 19 schools in the five largest school districts in the State of Nevada (Clark, Washoe, Elko, Douglas, and Carson City School Districts). The following are a selection of results from the study (the entire report may be obtained from the Fiscal Analysis Division of the Legislative Counsel Bureau).



Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs



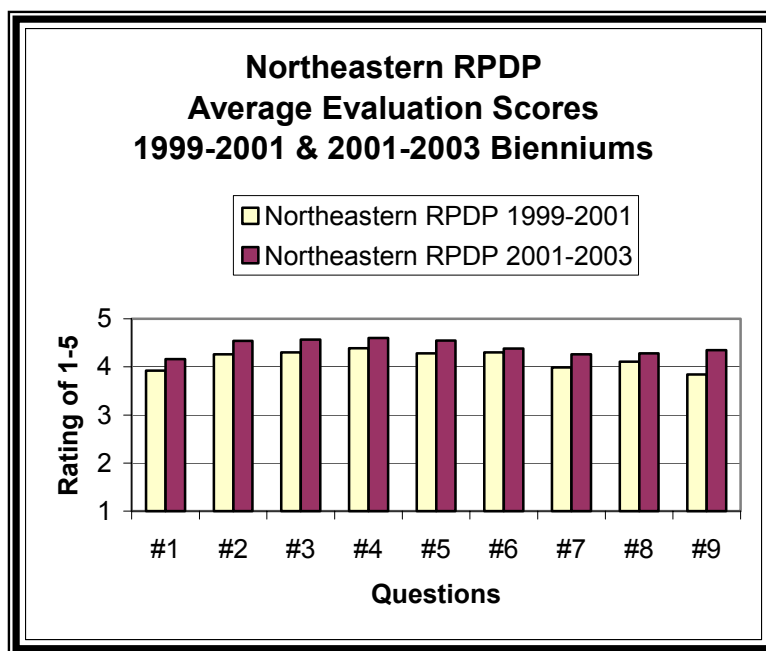
Classroom Observation Questions

- Q.1 Teacher communicates to the class the specific standard(s) the lesson is intending to teach in terms of what students should know and be able to do.
- Q.2 Teacher includes a concrete and specific plan to assess student learning in relation to the standard(s).
- Q.3 Lesson provides students with ample, high-quality opportunities to learn the material and to practice what is learned.
- Q.4 Teacher communicates clear and specific performance expectations for student work.
- Q.5 Students are clear about performance expectations and criteria for high-quality work.
- Q.6 Teacher acknowledges differences in student experiences, preparedness and/or styles and demonstrates efforts to help all students reach standards.
- Q.7 Teacher has anticipated what students may find difficult and has developed concrete ways to work with those who need extra help.
- Q.8 Teacher provides feedback based on student performance data and analysis of student work.
- Q.9 Lesson provides evidence that the teacher develops and revises instruction based on student performance data and analysis of student work.
- Q.10 The lesson planning process is consistent with elements of a Standards-Based Instructional Lesson.

Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

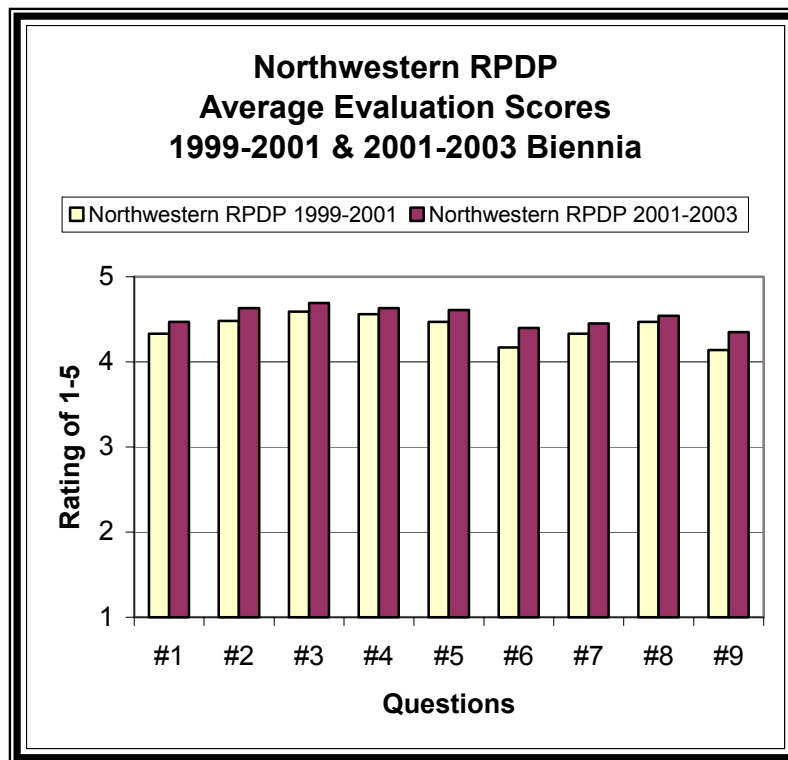
EVALUATION OF THE RPDPS



RPDP Activity Evaluation Form Average Evaluation Scores of Training Sessions		
Question	1999-2001 Biennium	2001-2003 Biennium
1) This activity matched my needs.	3.92	4.16
2) The activity provided opportunities for interaction and reflections.	4.26	4.54
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.30	4.57
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.39	4.60
5) The presenter/facilitator modeled effective teaching strategies.	4.28	4.55
6) This activity added to my knowledge of standards and subject matter content.	4.30	4.38
7) The activity will improve my teaching skills.	3.99	4.26
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.11	4.28
9) This activity will help me meet the needs of diverse student populations.	3.84	4.35
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.		

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

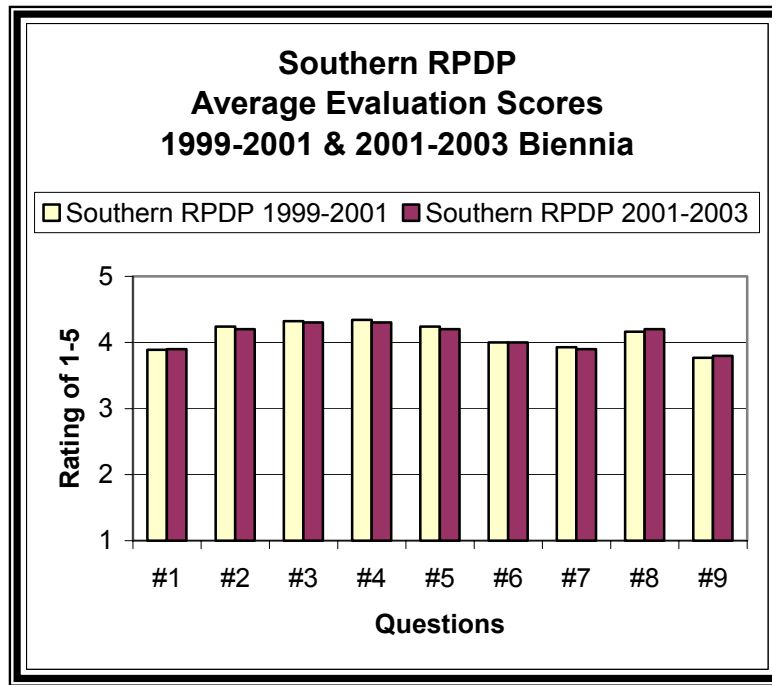
EVALUATION OF THE RPDPs



RPDP Activity Evaluation Form Average Evaluation Scores of Training Sessions		
Question	1999-2001 Biennium	2001-2003 Biennium
1) This activity matched my needs.	4.33	4.47
2) The activity provided opportunities for interaction and reflections.	4.48	4.63
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.59	4.69
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.56	4.63
5) The presenter/facilitator modeled effective teaching strategies.	4.47	4.61
6) This activity added to my knowledge of standards and subject matter content.	4.17	4.40
7) The activity will improve my teaching skills.	4.33	4.45
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.47	4.54
9) This activity will help me meet the needs of diverse student populations.	4.14	4.35
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.		

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

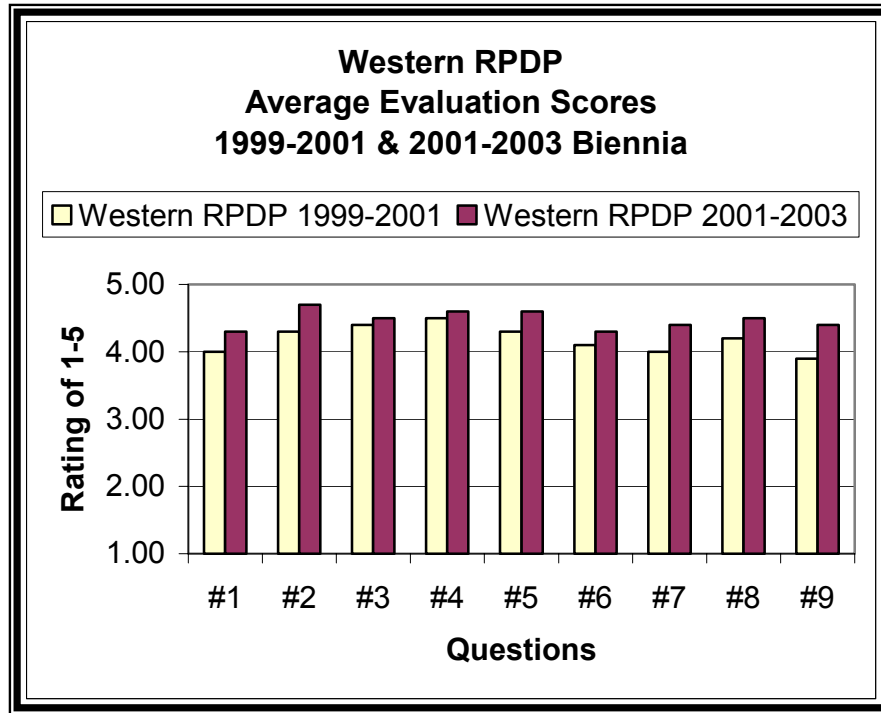
EVALUATION OF THE RPDPs



RPDP Activity Evaluation Form Average Evaluation Scores of Training Sessions		
Question	1999-2001 Biennium	2001-2003 Biennium
1) This activity matched my needs.	3.89	3.90
2) The activity provided opportunities for interaction and reflections.	4.24	4.20
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.32	4.30
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.34	4.30
5) The presenter/facilitator modeled effective teaching strategies.	4.24	4.20
6) This activity added to my knowledge of standards and subject matter content.	4.00	4.00
7) The activity will improve my teaching skills.	3.93	3.90
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.16	4.20
9) This activity will help me meet the needs of diverse student populations.	3.77	3.80
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.		

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs



RPDP Activity Evaluation Form Average Evaluation Scores of Training Sessions		
Question	1999-2001 Biennium	2001-2003 Biennium
1) This activity matched my needs.	4.00	4.30
2) The activity provided opportunities for interaction and reflections.	4.30	4.70
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.40	4.50
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.50	4.60
5) The presenter/facilitator modeled effective teaching strategies.	4.30	4.60
6) This activity added to my knowledge of standards and subject matter content.	4.10	4.30
7) The activity will improve my teaching skills.	4.00	4.40
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.20	4.50
9) This activity will help me meet the needs of diverse student populations.	3.90	4.40
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.		

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING–NELIP

Funding For The Nevada Early Literacy Intervention Program (NELIP)

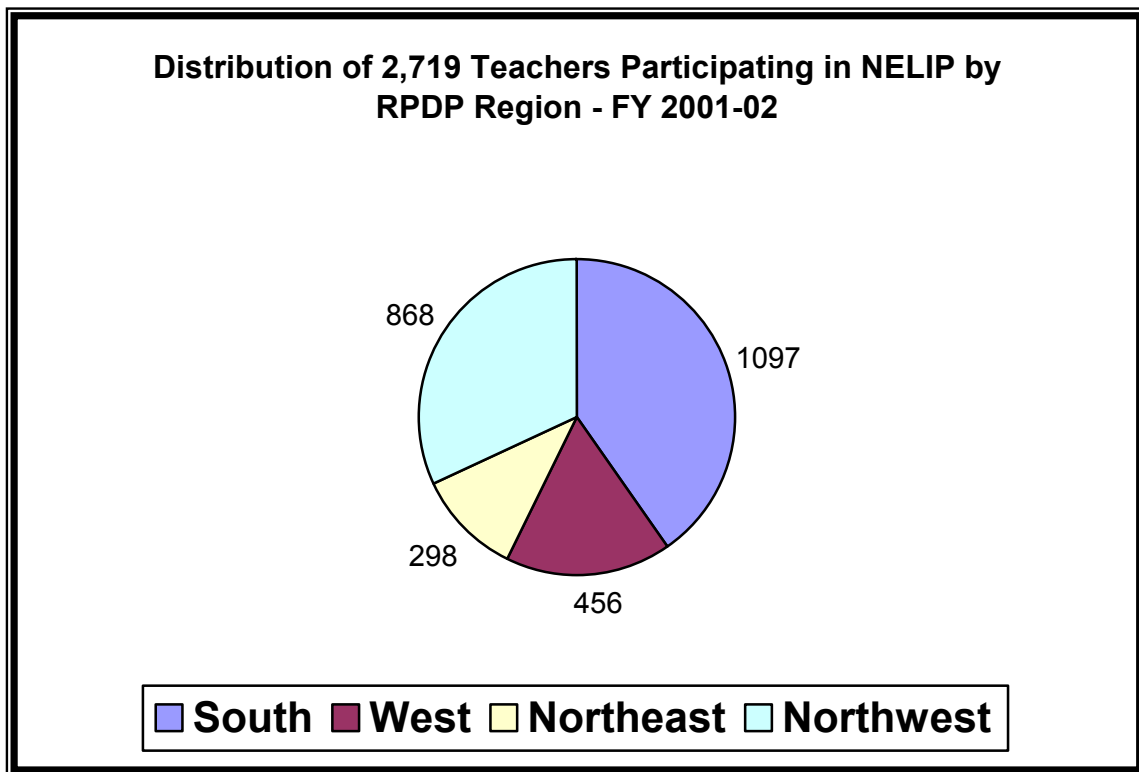
NELIP Program	Actual 2001-02	Actual 2002-03
Southern NELIP	\$2,754,339	\$2,754,339
Western NELIP	\$347,814	\$347,814
Northwestern NELIP	\$900,235	\$900,235
Northeastern NELIP	\$432,612	\$432,612
Evaluation of the NELIP	\$65,000	\$65,000
TOTAL	\$4,500,000	\$4,500,000

Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

PARTICIPATION–NELIP

Participation of Teachers – FY 2001-02



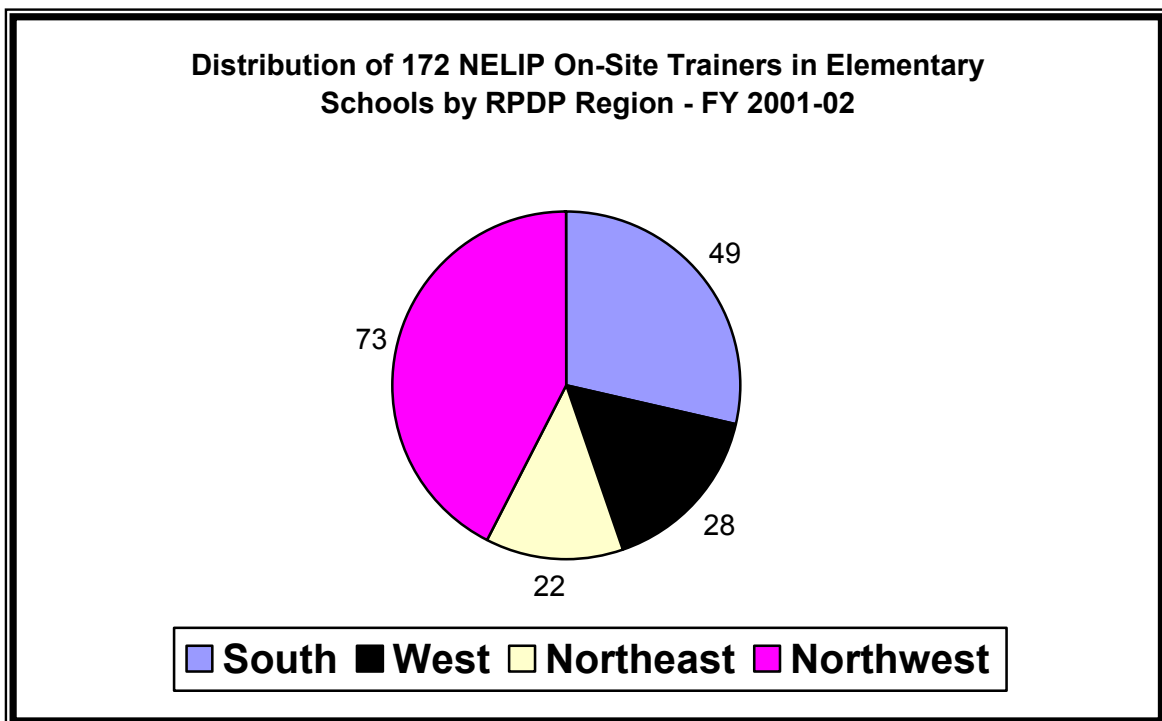
Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP TRAINING

NELIP Trainers

Across the four RPDPs, NELIP was staffed by 17 Regional Literacy Trainers (one in the Northwest, two in the Northeast, one NELIP coordinator and one Literacy consultant in the West, and 13 in the South). Additionally, each NELIP established a trainer-of-trainer model and in Fiscal Year 2001-2002, 162 on-site trainers were identified. The figure below shows the number of on-site NELIP trainers in each RPDP, ranging from 73 in the Northwest to 22 in the Northeast.



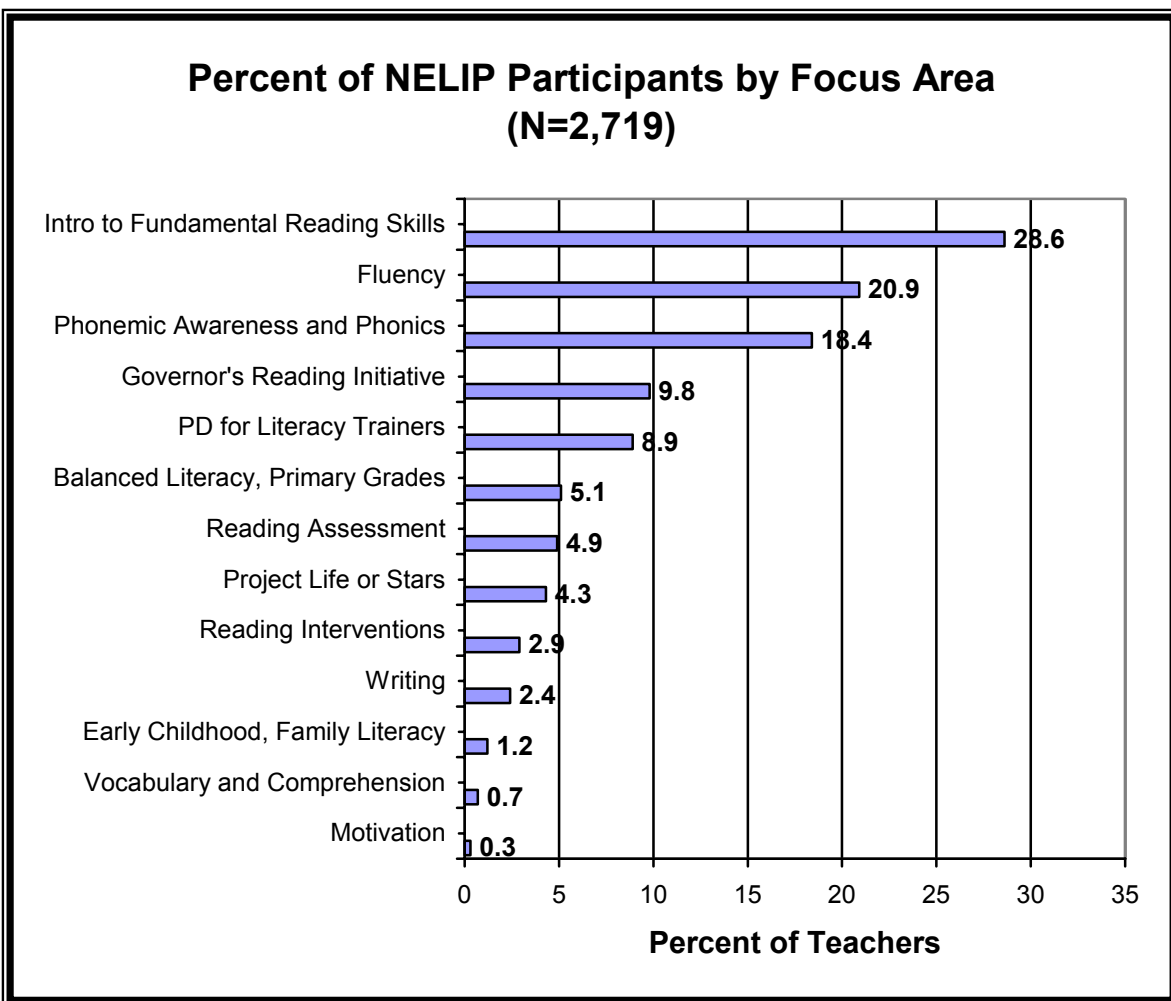
Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP TRAINING

Type of Training

Each RPDP offered NELIP training that provided an introduction to all six fundamental reading skills and more in-depth study of one or more of the focus areas. As can be seen in the figure below, the focus areas receiving the largest attendance included Introduction to Fundamental Reading Skills, Fluency, and Phonemic Awareness, and Phonics. Each RPDP has continued to develop and offer training in vocabulary, comprehension and motivation during Fiscal Year 2002-2003.



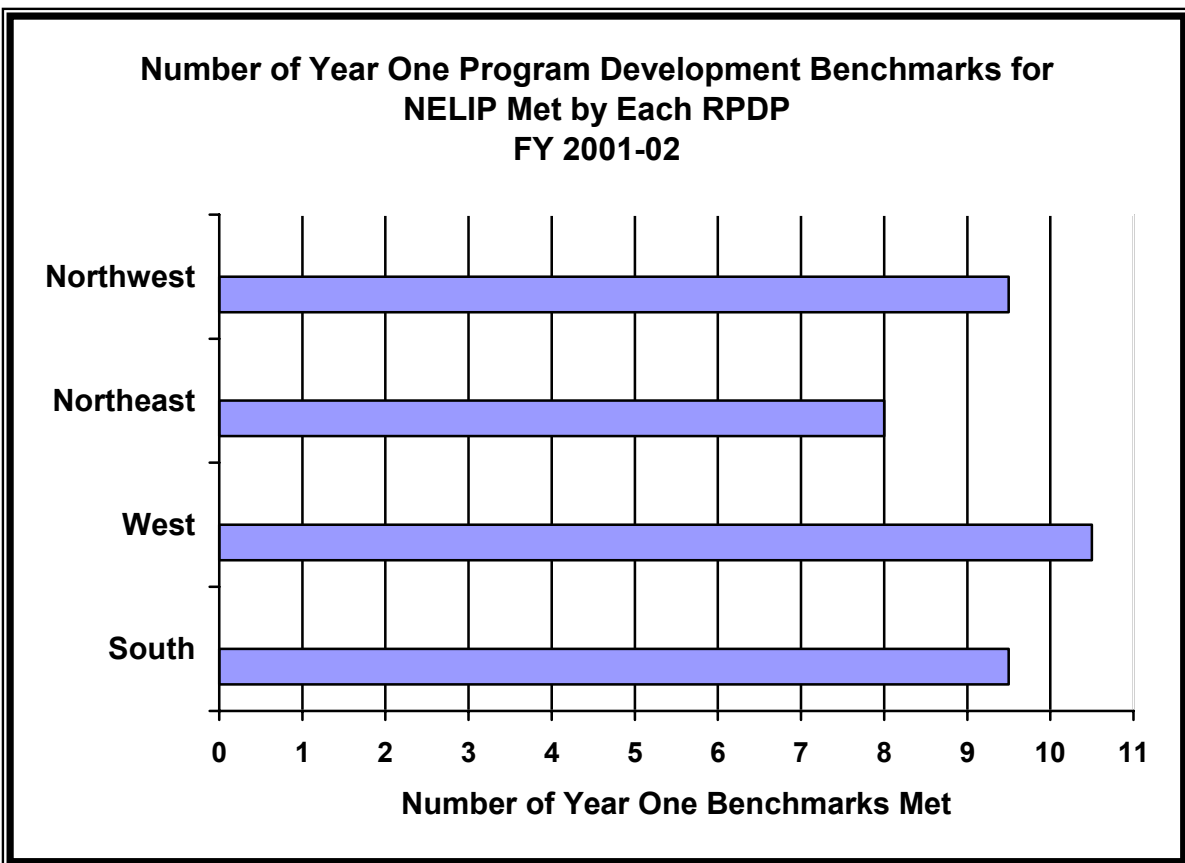
Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP EVALUATION

Evaluation of Meeting Year One Program Development Benchmarks FY 2001-02

As displayed in the figure below, each RPDP met at least eight of the 11 Year One program development benchmarks. The benchmarks, as well as the benchmark scores for each RPDP are noted on the following page.



Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP EVALUATION

NELIP Benchmark Scores¹ for Year One - FY2001-2002 Program Development and Operation

Quality	Benchmark	RPDP			
		NW	NE	W	S
Content	1. Trainers with early literacy expertise are hired.	1	.5	1	1
	2. Trainers are provided professional development as needed.	1	1	.5	0
	3. Overview training curriculum is developed that introduces the six fundamental reading skills.	1	1	1	1
	4. Training curricula is developed that focuses on the development and teaching of phonemic awareness and phonics.	1	1	1	1
	5. Overview training curriculum is enacted in intellectually engaging ways and with practical applications.	1	1	1	1
	6. Phonemic awareness and phonics training curriculum is enacted in intellectually engaging ways and with practical applications.	1	0	1	1
Process	7. Draft program design is articulated that makes explicit the logic (or causal) model linking NELIP participation to teacher learning and student achievement.	.5	0	1	1
	8. Teachers have incentives for participating (training is job-embedded, credit-bearing, etc.).	1	1	1	1
	9. Follow-up activities are provided to individualize and reinforce content of NELIP training.	0	.5	1	.5
Context	10. Participating schools have teacher leadership positions (e.g., Key Literacy Coaches) defined and filled.	1	1	1	1
	11. Relevant professional resources are purchased and distributed to teacher participants.	1	1	1	1
Total (out of 11 possible)		9.5	8	10.5	9.5

Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

¹ Benchmark met = 1; Benchmark partially met = .5; Benchmark not met = 0. Evidence supporting assigned scores is identified in Tables D-1 through D-4 attached. Efficient Year One program development and operation was defined as meeting the majority of Year One benchmarks, or attaining a score of 8 out of 11 total.

X. ACADEMIC STANDARDS, SCHOOL TECHNOLOGY, AND SMART

BACKGROUND

Academic Standards

The 1997 Legislature took significant action with regard to standards and assessments. Senate Bill 482 (NERA) of the 1997 Session created a Council to Establish Academic Standards for Public Schools. The Council, made permanent in 1999, consists of eight members, with four appointed by the Governor, including two parents and two licensed educators. The remaining four members are appointed by legislative leadership and include two legislators, one from each house, and two business or industry representatives.

The Council was required to review and recommend statewide standards in English, mathematics, and science before September 1, 1998. The panel convened a series of statewide writing teams for each of these topics, with team members consisting of educators, community members, parents, and others. The State Board of Education, in a joint meeting with the Council, adopted standards and the statewide tests linked to these standards in August 1998. The standards for English, mathematics, and science took effect within the public schools during the 1999-2000 school year. During Phase II of the Council's activities, writing teams drafted standards in the arts, computer education, health/physical education, and social studies. The Council adopted standards for these subjects in March 2000, effective for 2000-2001 school year.

As set forth in NRS 389.520, 389.540, and 389.570, the Council is charged with:

- Adopting standards of content and performance for the eight specified subjects;
- Assigning priorities to the standards;
- Establishing a schedule for the periodic review of the standards;
- Reviewing and evaluating the results of the examinations required to measure the achievement and proficiency of students in selected grades on the standards;
- Comparing the progress of students on the CRTs from year-to-year;
- Determining whether the standards require revision; and
- Working in cooperation with the State Board of Education to prescribe the required examinations.

The Council has addressed the periodic review of existing standards by linking the revision schedule to the textbook adoption cycle and targeting the science standards as the first standards to be reviewed in FY 2003-2004 so that recommendations can be incorporated into textbook decisions in 2004-2005. The Council continues to meet regularly, and has begun to establish priorities for the English/language arts and mathematics standards in grades 4, 6, and 7 to prepare for the requirements of the Federal No Child Left Behind Act of 2001.

ACADEMIC STANDARDS, SCHOOL TECHNOLOGY, AND SMART

BACKGROUND

Educational Technology

The Legislature's 1997 Nevada Education Reform Act (NERA) also contained a significant commitment to technology in the classroom. The measure creates an 11-member Commission on Educational Technology charged with developing and updating a statewide plan for the use of educational technology within the public schools. Members serve two-year terms, and must have knowledge and experience in the use of educational technology. The Commission includes representatives of the private sector, public libraries, parents, University and Community College System of Nevada, educational personnel, and the Legislature. The Governor selects seven members, with the remaining four members appointed by legislative leadership. In addition, the Commission makes recommendations for the distribution of funds from the Trust Fund for Educational Technology and develops technical standards for educational technology and uniform specifications to ensure statewide compatibility. The initial plan was completed by December 1999 and annual updates are required.

The 1997 Legislature provided a \$27.5 million one-time appropriation for educational technology for schools for purchasing and installing hardware, software, and electrical wiring for computer laboratories; upgrading computer software; and purchasing additional computers and other technology for instructional purposes in the classroom. The 1997 appropriation contained an additional \$8.6 million for school districts for costs associated with educational technology including: (1) training; (2) repair; (3) maintenance; (4) replacement; and (5) contracting for technical support. The Commission distributed this funding based upon applications submitted by the school districts. The 1999 Legislature appropriated an additional \$4.2 million for the 1999-2000 biennium to be distributed by the Commission for assistance to local school districts in bringing schools up to a minimal technological level, for school library databases, and for maintenance contracts for software. That allocation also has been distributed to the districts.

The 2001 Legislature appropriated \$9.95 million to the Commission for hardware and software purchases to bring schools up to a minimal technological level for school library database, and for maintenance contracts for software. All allocations except for the library database funding (\$500,000) were frozen by Governor Guinn due to revenue shortfalls in the state's 2001-2003 biennial budget.

ACADEMIC STANDARDS, SCHOOL TECHNOLOGY, AND SMART

COUNCIL TO ESTABLISH ACADEMIC STANDARDS

QUALITY COUNTS 2003 STANDARDS AND ACCOUNTABILITY GRADES FOR WESTERN STATES

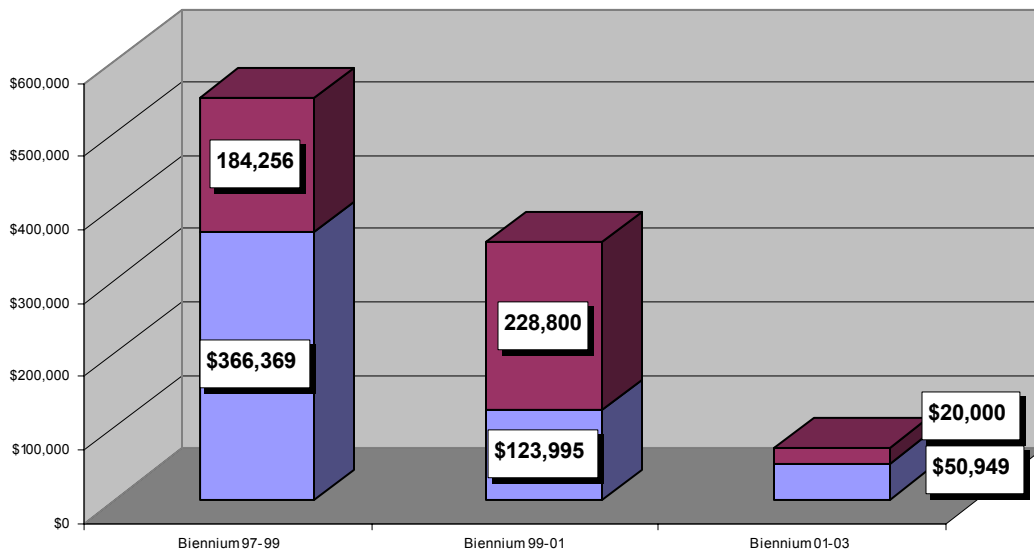


Source: Education Week, Quality Counts, 2003

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

COUNCIL TO ESTABLISH ACADEMIC STANDARDS

Funds Expended on Academic Standards



Source: Nevada Department of Education

Note: Total funds for Biennium 1997-1999 were \$550,625.
Total funds for Biennium 1999-2001 were \$352,795.
Total funds for Biennium 2001-2003 were \$70,949.

QUALITY COUNTS—EDUCATION WEEK NEVADA'S REPORT CARDS 1997-2003

Report Card Category	1997	1998	1999	2000	2001	2002	2003
Standards & Accountability*	C	B-	B	A-	B-	B-	BI
Improving Teacher Quality*	C-	D	C	C-	C-	C-	C-
School Climate	D	?	?	F	F	N/R	D+
Resources: Adequacy	C	D	C-	C-	C-	C-	C-
Resources: Equity	B	B-	B-	C	B	B	B
Resources: Allocation**	D+	D	D	D			

*Labels for the categories related to Standards & Accountability and Improving Teacher Quality have changed slightly over the seven years that Quality Counts has been issued.

**The category of "Resources: Allocation" was dropped in 2001.

Note: ? for "School Climate" is the result of a lack of participation by Nevada in certain surveys.

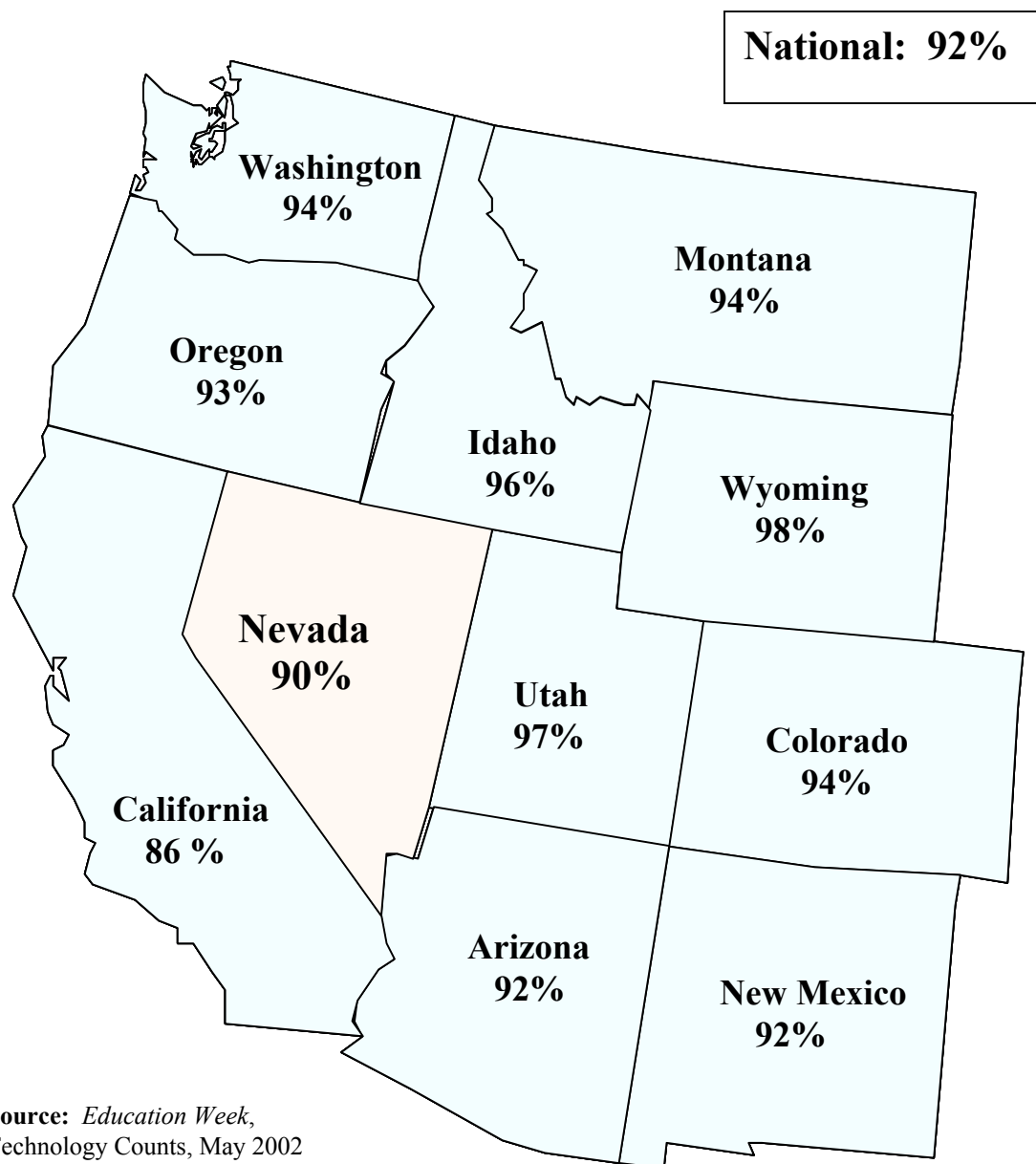
N/R for 2002 due to no states being graded for "School Climate" that year.

Source: Quality Counts, *Education Week*

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

SCHOOLS WITH INTERNET ACCESS

PERCENT OF SCHOOLS IN WESTERN STATES WITH INTERNET ACCESS - 2001

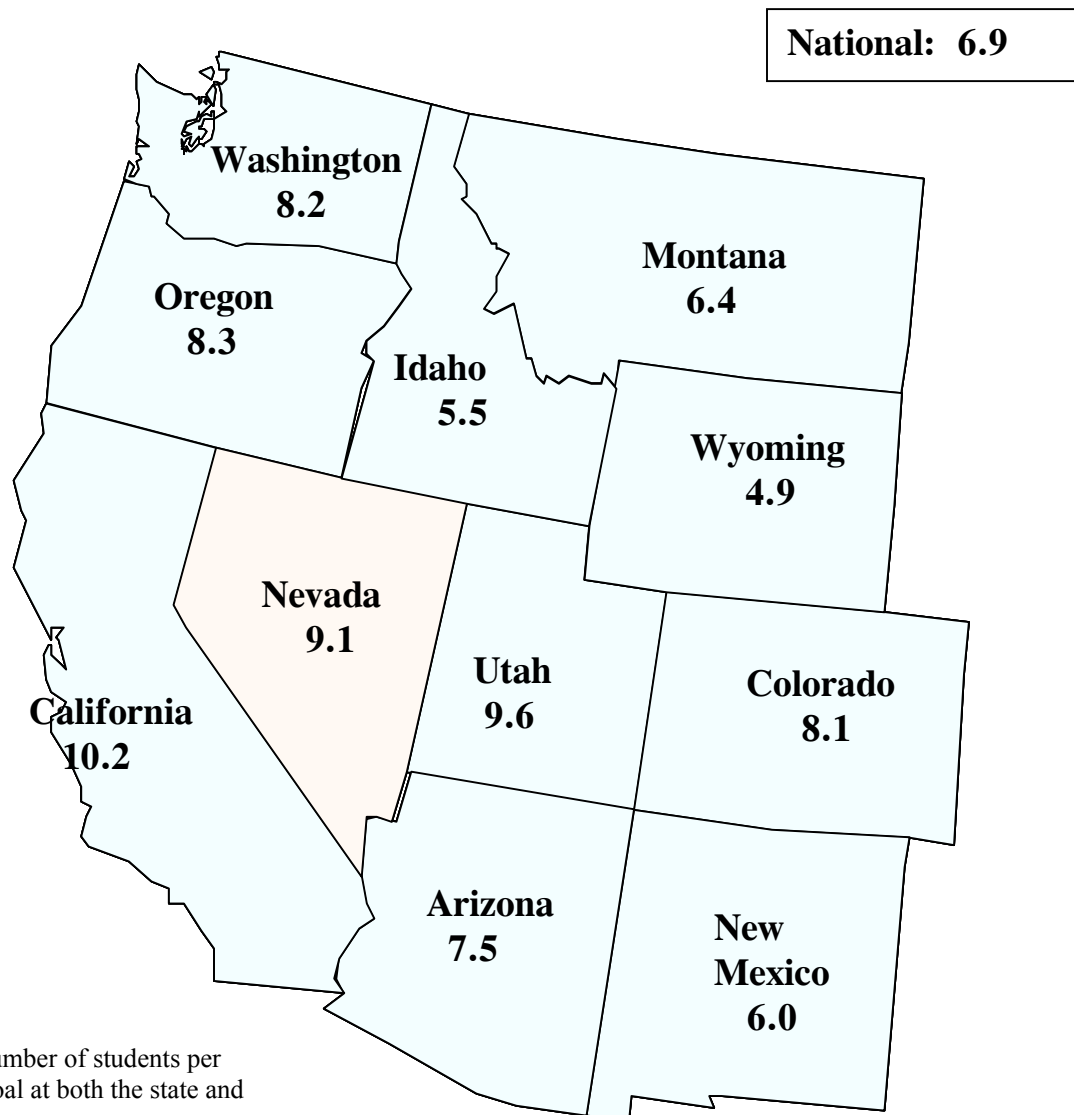


Source: *Education Week*,
Technology Counts, May 2002

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

Computers in Schools

STUDENTS PER INSTRUCTIONAL MULTIMEDIA COMPUTER IN WESTERN STATES - 2001

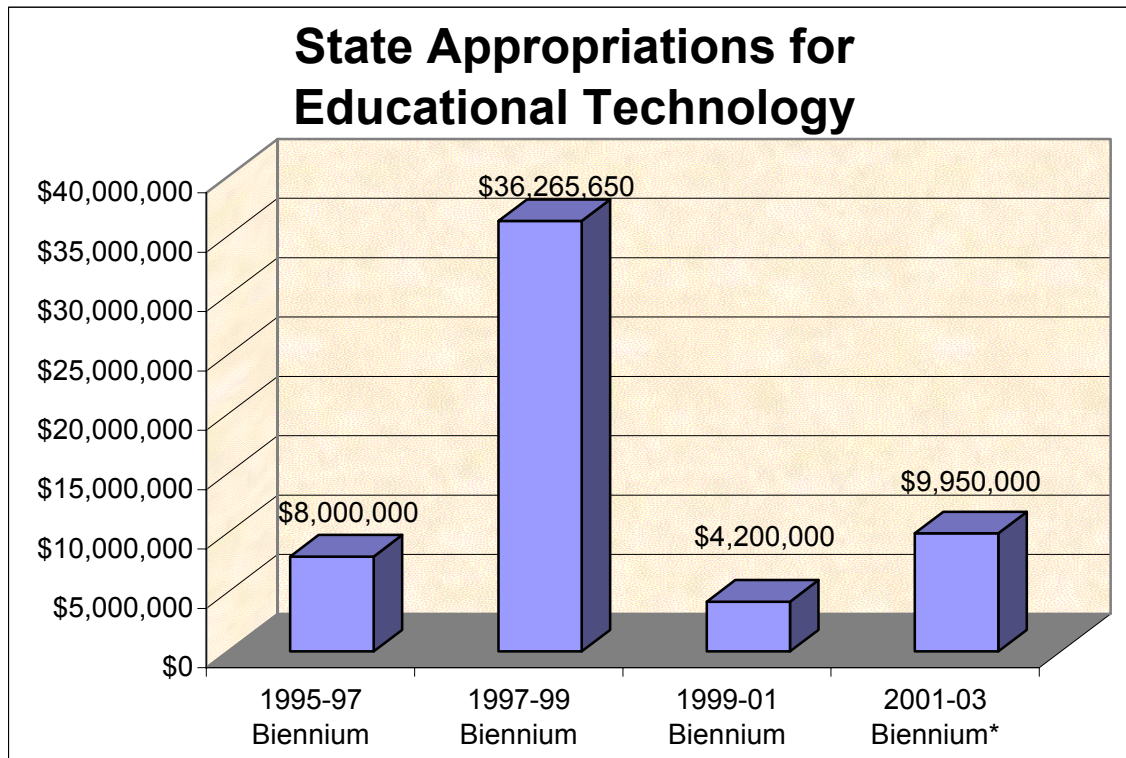


Note: A lower number of students per computer is the goal at both the state and national level.

Source: *Education Week*,
Technology Counts, May 2002

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

TECHNOLOGY APPROPRIATIONS



*Governor Kenny Guinn froze all but \$500,000 of the appropriation for the 2001-2003 biennium, due to state budget considerations.

Note: The Commission has submitted a budget proposal in the amount of \$35 million for the 2003-2005 biennium.

Source: Legislative Counsel Bureau, State Appropriations Report, various years.

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

EDUCATIONAL TECHNOLOGY EVALUATION

For the first time, the 2001 Legislature appropriated \$50,000 over the 2001-2003 biennium for an evaluation of the effectiveness of educational technology on student academic achievement. The following table shows the achievement of pupils in schools that implemented technology-based remedial programs during the 1998-99 and/or 1999-2000 school years. *TerraNova* test results for schools were tracked from FY 1996-97 (two years prior to implementation of the program) through School Year 2000-01. A summary of findings from review of this data is located on the following page.

Technology-Based Remedial Programs and *TerraNova* Reading and Math Scores

District	School	1998			1999				R97	R98	R99	R00	R01	M97	M98	M99	M00	M01
		A/R	CCC	VOY	A/R	CCC	LT-SP											
Churchill	E.C. Best ES								33	51	50	48	60	35	47	48	48	55
Clark	Booker ES								22	23	44	37	33	27	39	74	71	65
	Bracken ES								28	35	39	36	28	30	48	53	44	47
	Cahlan ES								23	27	30	26	30	38	44	53	58	41
	Cambeiro ES								21	23	31	37	29	34	30	45	55	49
	Cortez ES								NA	30	36	37	35	NA	42	55	50	56
	Fitzgerald ES								17	20	26	18	24	17	21	32	24	49
	Gragson ES								38	25	31	27	35	44	36	47	41	52
	Herron ES								28	25	25	30	36	34	40	40	46	42
	Lunt ES								24	26	29	30	36	34	34	66	64	62
	Lynch ES								23	28	32	25	30	22	34	42	33	33
	Madison ES								23	23	19	30	29	24	27	31	52	39
	Sunrise Acres ES								22	27	24	29	37	29	50	41	43	45
	Thomas ES								28	54	26	26	25	32	NR	43	35	37
	Woolley ES								26	36	46	40	40	28	48	56	49	50
	Cashman MS								30	44	43	38	40	23	34	41	43	46
	Martin MS								30	27	26	27	28	27	31	27	31	41
	J.D. Smith MS								21	30	25	23	28	31	34	30	33	40
	West MS								NA	32	28	27	26	NA	27	26	25	24
	Western HS								31	36	48	40	37	31	39	50	43	39
Elko	Owyhee K-12								28	41	28	31	29	28	24	25	45	46
	W. Wendover K-12								25	29	37	37	28	26	28	39	40	31
Humboldt	McDermitt K-12								22	23	48	35	NA	28	23	53	39	na
Mineral	Schurz K-8								29	32	42	NA	25	24	20	44	NA	34
Washoe	Booth ES								19	33	36	28	41	22	29	38	36	55
	Corbett ES								24	36	45	46	39	26	38	59	60	52
	Duncan ES								27	25	34	30	28	26	25	38	33	33
	Johnson ES								18	67	60	NA	NA	6	53	47	NA	NA
	Loder ES								26	32	27	43	24	17	24	23	44	40
	Mathews ES								25	29	34	41	46	26	33	36	42	43
	Palmer ES								23	38	40	35	43	22	37	35	38	41
	Risley ES								25	40	32	39	47	32	54	31	41	35
	Smithridge ES								32	27	27	33	35	32	26	37	37	39

Evaluation of Educational Technology in Nevada, Tara Shepperson, 2003.

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

EDUCATIONAL TECHNOLOGY EVALUATION

Technology-Based Remedial Programs and *TerraNova* Reading and Math Scores Summary of Findings



Evaluation of Educational Technology in Nevada, Tara Shepperson, 2003.

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

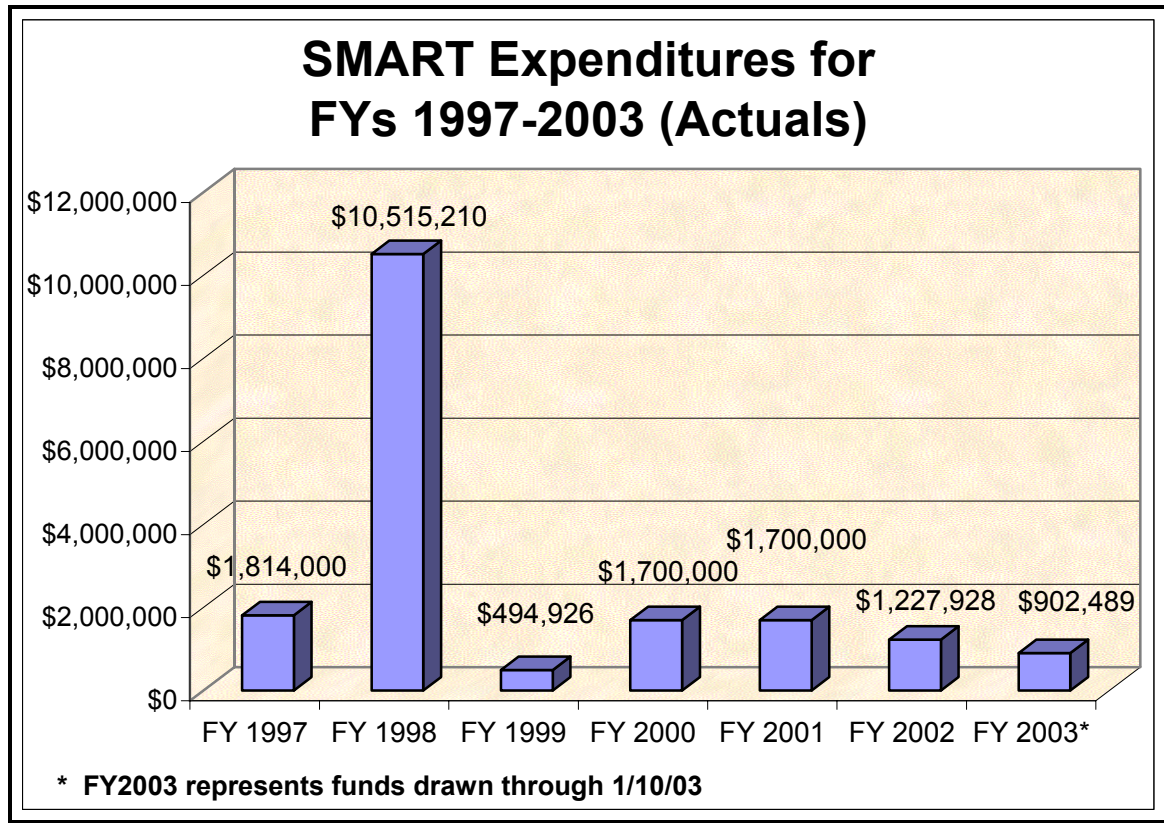
STATEWIDE MANAGEMENT OF AUTOMATED RECORD TRANSFER (SMART)

Expenditures of the Statewide Management of Automated Record Transfer (SMART) System by District

	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Legislature Approved		Actual Disbursements*		Actual Expenditures & FY2002&03 Approved
	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY2002	FY2003	FY2002	FY2003	Total
Total for State		\$1,814,000	\$10,515,210	\$494,926	\$1,700,000	\$1,700,000	\$2,767,333		\$1,227,928	\$902,489	\$18,991,469
CARSON CITY			\$195,760					\$126,264	\$63,132	\$63,132	\$322,024
CHURCHILL		\$588,164	\$20,000	\$25,000				\$112,024	\$56,012	\$37,191	745,188
CLARK		\$300,000	\$6,837,931		\$1,700,000	\$1,700,000		\$0	\$0	\$0	\$10,537,931
DOUGLAS			\$408,476	\$1,433				\$128,764	\$64,382	\$32,191	\$538,673
ELKO		\$180,084	\$257,540	\$10,000				\$162,994	\$81,497	\$81,497	\$610,618
ESMERALDA			\$68,760	\$8,675				\$6,600	\$0	\$6,600	\$84,035
EUREKA			\$144,000					\$93,184	\$46,592	\$46,592	\$237,184
HUMBOLDT			\$431,728					\$121,634	\$60,817	\$40,817	\$553,362
LANDER			\$318,927					\$166,894	\$83,447	\$83,447	\$485,821
LINCOLN		\$456,480	\$26,400	\$13,567				\$111,574	\$55,787	\$55,787	\$608,021
LYON			\$373,000	\$42,865				\$432,964	\$206,510	\$0	\$848,829
MINERAL			\$284,325					\$98,154	\$49,077	\$49,077	\$382,479
NYE			\$620,775					\$133,924	\$66,962	\$66,962	\$754,699
PERSHING		\$164,272	\$24,000					\$95,134	\$47,567	\$47,567	\$283,406
STOREY			\$178,439					\$95,134	\$47,567	\$47,567	\$273,573
WASHOE		\$125,000	\$215,034	\$163,921				\$488,124	\$244,062	\$244,062	\$992,079
WHITE PINE			\$110,115	\$229,465				\$109,034	\$54,517	\$0	\$448,614
Source: Nevada Department of Education.										District Total	\$18,706,536

ACADEMIC STANDARDS, EDUCATIONAL TECHNOLOGY, AND SMART

STATEWIDE MANAGEMENT OF AUTOMATED RECORD TRANSFER (SMART)



Source: Nevada Department of Education 2003.

XI. HIGHER EDUCATION

BACKGROUND—HIGHER EDUCATION

The 2000 United States Census reported that Nevada was once again the fastest growing state in the nation during the 1990s. Nevada's population is becoming more diverse, with 20 percent of the population identifying itself as Hispanic/Latino; 7 percent as African American; 2 percent as American Indian/Alaska Native; 4.5 percent as Asian American; 0.5 percent as Hawaiian or Pacific Islander; and 63 percent as White Non-Hispanic. While diversity is increasing racially and ethnically, geographically nearly 92 percent of Nevada's population is classified as urban, making it the third most urban state in the nation.

Nevada's educational attainment through high school mirrors that of the nation and the western states. While the national average is 84.1 percent, 82.8 percent of Nevada's population over the age of 25 has achieved a high school diploma. Achievement of postsecondary education has not kept pace with the nation, at 25.1 percent. Only 19.3 percent of Nevada's population over the age of 25 had attained a bachelor's degree, making it the lowest in the western states.

Indicators of post-secondary education plans are reflected in the percentage of high school students who take the college entrance examinations, the SAT and the ACT. While the average ACT scores for Nevada seniors has remained comparatively flat for the past several years, the percentage of students taking the ACT has decreased steadily since 1995. Over that same period the percentage of seniors taking the SAT has fluctuated from a low of 32 percent to a high of 34 percent. The SAT scores peaked in 1999 and have decreased somewhat since.

The number of students qualifying for the Millennium Scholarship has increased each year since its inception with the graduating class of 2000. On average, approximately 7,500 students are eligible. About 60 percent of those eligible opt to utilize the scholarship. In fall 2002, more than 12,000 Nevadans were enrolled in University and Community College System of Nevada (UCCSN) institutions on the Millennium Scholarship. On the other hand, in fall 2001, approximately 36 percent of recent Nevada high school

HIGHER EDUCATION

BACKGROUND—HIGHER EDUCATION

graduates were enrolled in one or more remedial courses at UCCSN institutions. This number has increased from 26 percent since fall 1999.

The enrollment at the institutions of the UCCSN has increased since 1990 from a headcount of just over 60,000 to more than 90,000 in fall 2002. During that same period, the number of Nevada high school graduates enrolling in Nevada or anywhere in the United States, in any two-year or four-year institutions has remained at about 38 percent.

Nevada public institutions of higher education rely more on tuition and fees and state appropriations as means of financing operations than the other western states. The UCCSN institutions receive comparatively less funding from federal grants and contracts, federal appropriations, gifts, endowment, and other operations than the western state average. Typically, fees for credit hours have risen approximately 3 percent per year over the last decade. The state appropriation for higher education operations per \$1,000 of personal income in Nevada is less than the national average.

The number of bachelors' degrees produced per 100 high school graduates in Nevada exceeds the national average and is near the average for the western states. Production of associate degrees per 100 high school graduates in Nevada falls below the average of the western states and the national average.

Finally, in late 2000, the National Center for Public Policy and Higher Education released its report card on higher education titled *Measuring Up*. In late 2002, the Center updated its report card. The Center rated the performance of states on policies that affect higher education.

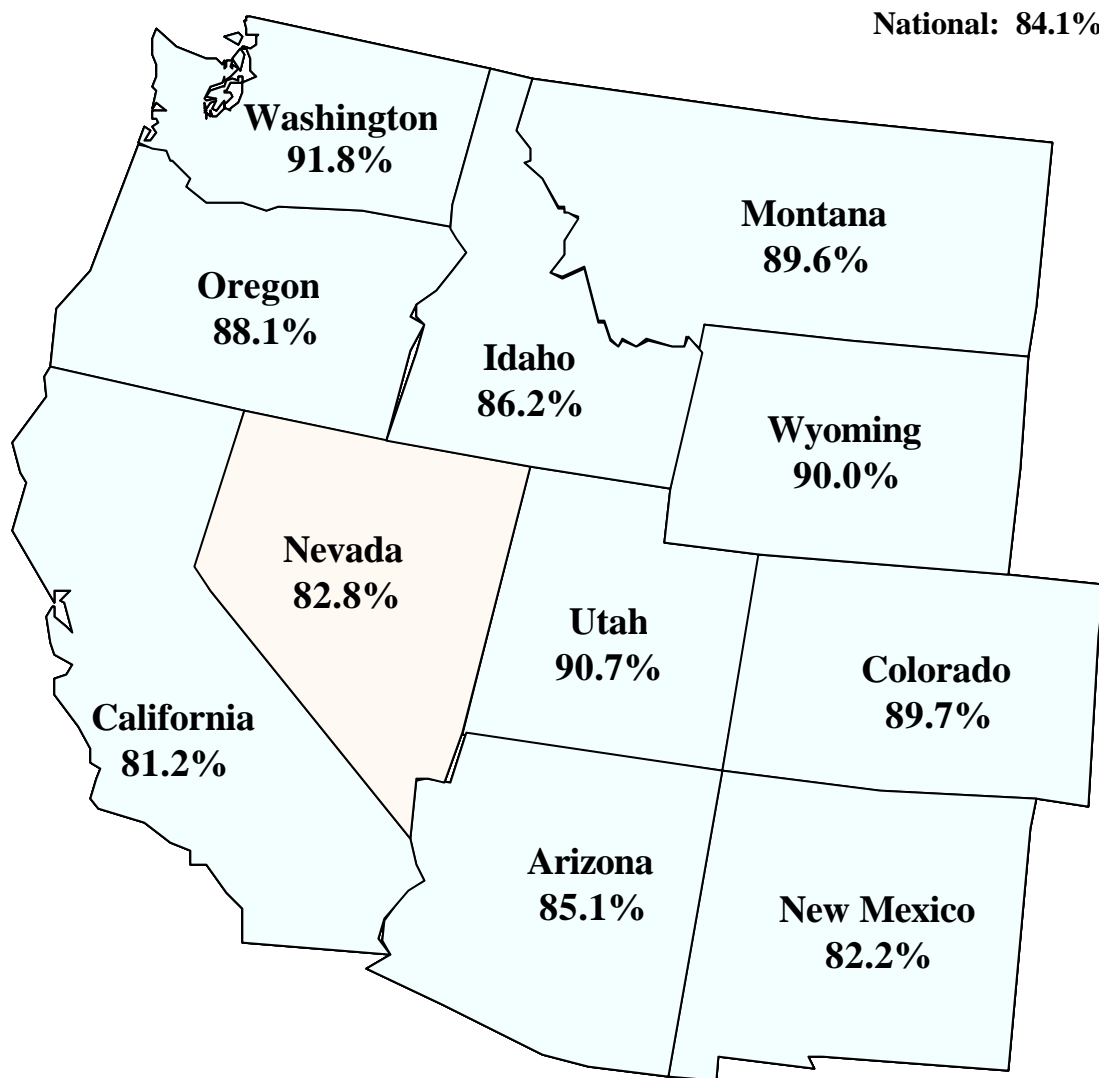
Measuring Up provides one set of benchmarks to spark policy discussion. The data in this section may serve to foster further discussion on higher education policy and its role in Nevada's future.

Much of the information cited in this section is derived from the *Regional Fact Book for Higher Education in the West*, a publication of the Western Interstate Commission for Higher Education (WICHE), an interstate compact created by formal legislative action of the states and the United States Congress. Fifteen states are members of WICHE.

HIGHER EDUCATION

POPULATION OVER 25 WITH A HIGH SCHOOL DIPLOMA

PERCENT OF POPULATION OVER 25 WITH A HIGH SCHOOL DIPLOMA NEVADA AND WESTERN STATES, 2000

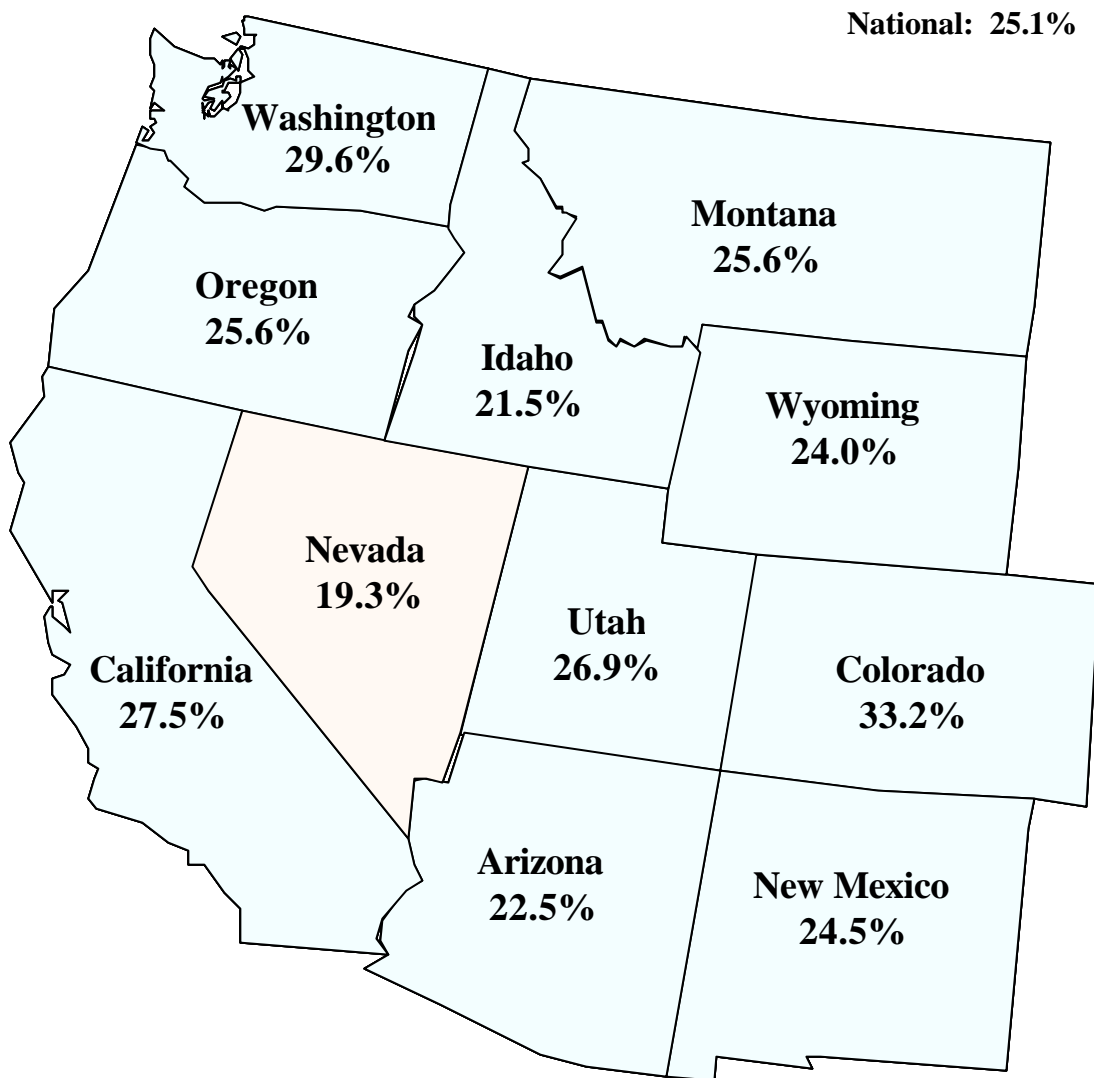


Source: State Rankings 2002, Morgan Quitno Press,
U.S. Bureau of the Census, March 2000

HIGHER EDUCATION

POPULATION OVER 25 WITH A BACHELOR'S DEGREE OR MORE

PERCENT OF ALL POPULATION OVER AGE 25 WITH A BACHELOR'S DEGREE OR MORE NEVADA AND WESTERN STATES, 2000

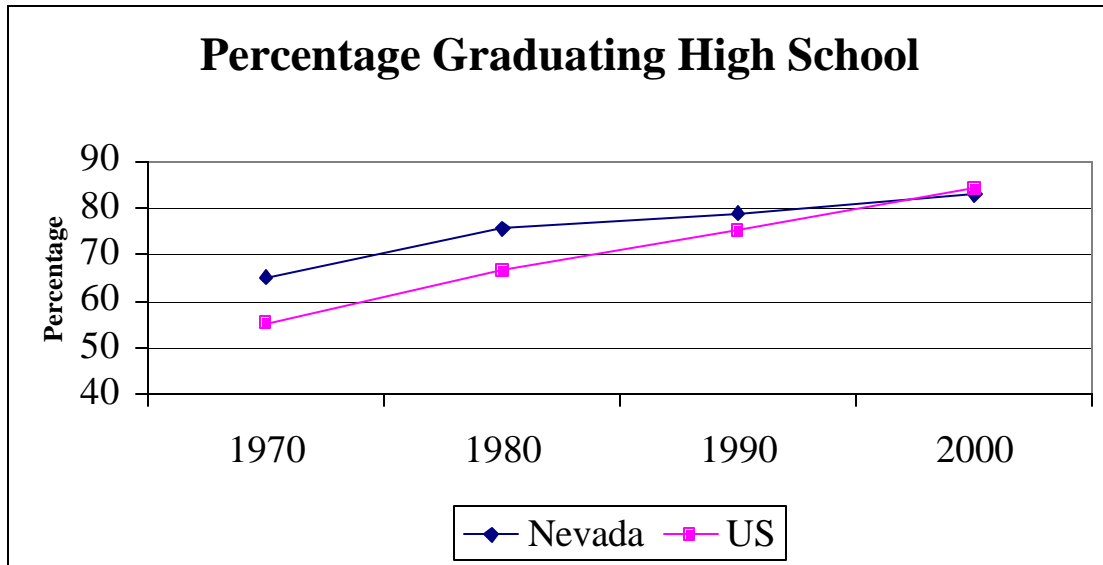


Source: State Rankings 2002, Morgan Quitno Press,
U.S. Bureau of the Census, March 2000

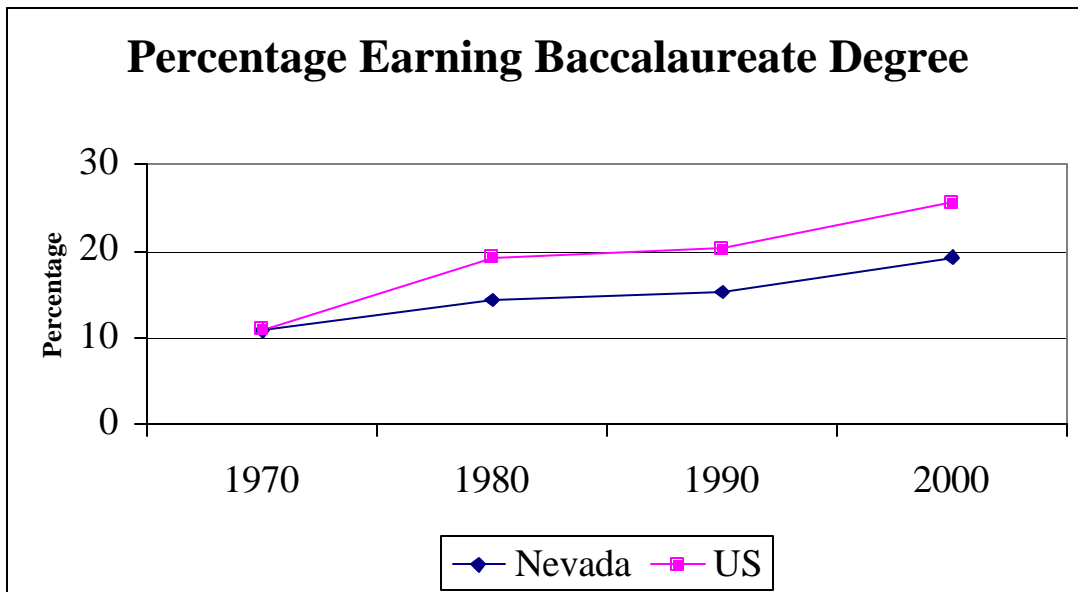
HIGHER EDUCATION

EDUCATIONAL ATTAINMENT OF POPULATION OVER 25

EDUCATIONAL ATTAINMENT OF ALL POPULATION OVER AGE 25 NEVADA AND UNITED STATES, 1970 TO 2000



Source: U. S. Census Bureau, Statistical Abstract of the United States, 2001, and Nevada Statistical Abstract, 1988.



Source: U. S. Census Bureau, Statistical Abstract of the United States, 2001, and Nevada Statistical Abstract, 1988.

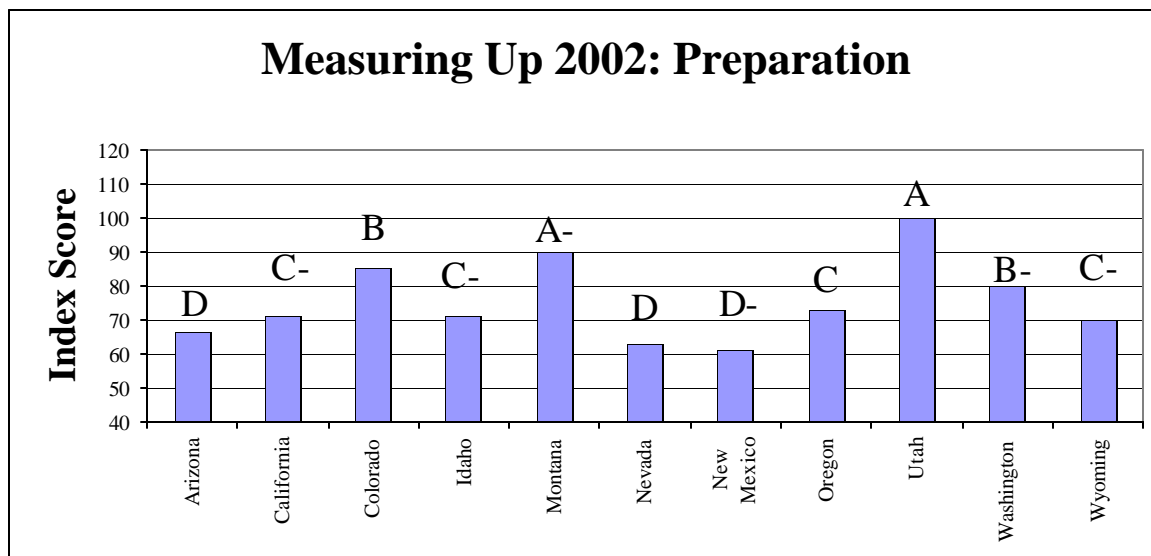
HIGHER EDUCATION

MEASURING UP 2002 STATE REPORT CARD: PREPARATION

Preparing Students For Education And Training Beyond High School: Nevada and Western States

	8 th Graders Scoring at or Above “Proficient” on National Assessment of Education Progress Exam			Number of Scores in the top 20 percent Nationally on SAT/ACT per 1000 High School Graduates	18 to 24 Year Olds With High School Credential*
	Math	Reading	Writing		
Arizona	21%	28%	21%	132	73%
California	18%	22%	20%	135	83%
Colorado	25%	30%	27%	209	82%
Idaho	27%	n/a	n/a	162	87%
Montana	37%	38%	25%	170	91%
Nevada	20%	24%	17%	132	79%
New Mexico	13%	24%	18%	126	83%
Oregon	32%	33%	27%	154	83%
Utah	26%	31%	21%	152	90%
Washington	26%	32%	25%	164	87%
Wyoming	25%	29%	23%	149	87%
Top States	34%	38%	31%	201	94%

*Credential includes diploma or alternative such as General Education Development Diploma (GED)



Source: *Measuring Up 2002*, The State-by-State Report Card for Higher Education, The National Center for Public Policy and Higher Education

HIGHER EDUCATION

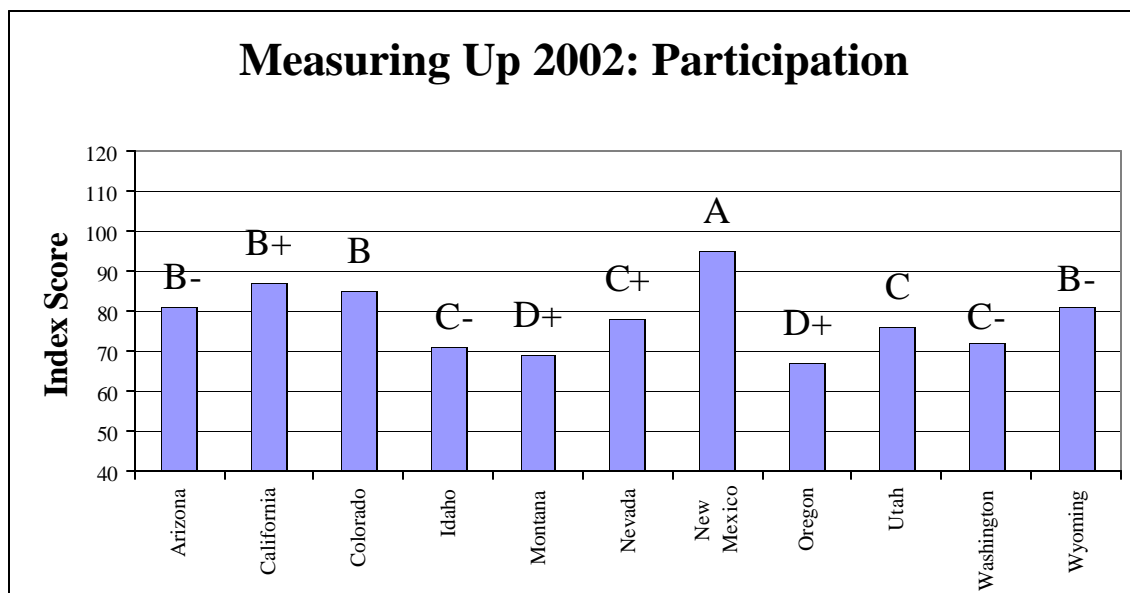
MEASURING UP 2002 STATE REPORT CARD: PARTICIPATION

Opportunities to Enroll in Education And Training Beyond High School: Nevada and Western States

	Young Adults		Working-Age Adults
	High School Resident Freshmen Enrolling in College Within 4 Years in Any State*	18- to 24-Year -Old Residents Enrolling in College**	25- to 49-Year- Old Residents Enrolled Part-Time in Post-secondary Education
Arizona	28%	26%	5.5%
California	34%	36%	4.9%
Colorado	39%	26%	4.9%
Idaho	37%	32%	3.0%
Montana	46%	36%	1.5%
Nevada	26%	24%	5.4%
New Mexico	37%	30%	6.0%
Oregon	32%	25%	3.4%
Utah	34%	34%	3.6%
Washington	37%	33%	3.0%
Wyoming	42%	34%	3.6%
Top States	54%	41%	5.4%

* Includes high school graduates who enroll in postsecondary education as freshmen in next academic year following high school graduation.

** Includes state residents in age group regardless of state of high school graduation.



Source: *Measuring Up 2002*, The State-by-State Report Card for Higher Education, The National Center for Public Policy and Higher Education

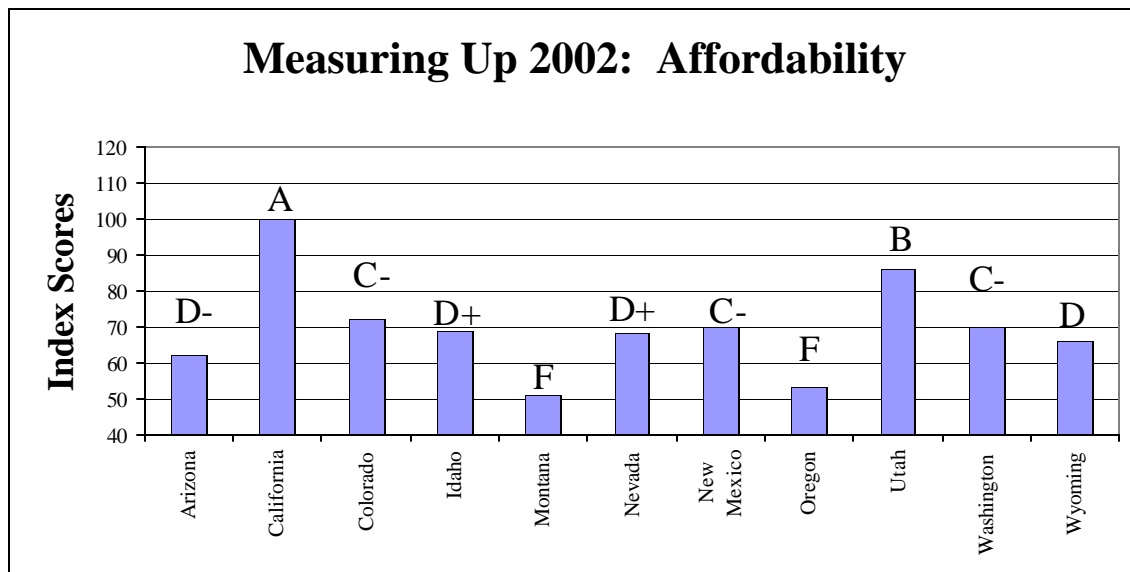
HIGHER EDUCATION

MEASURING UP 2002 STATE REPORT CARD: AFFORDABILITY

Ability to Pay for Education And Training Beyond High School: Nevada and Western States

	Percent of Average Income Needed to Pay for College Minus Financial Aid		Strategies for Affordability		Undergraduate Student Average Annual Loan Amount
	Community College	Public Four-Year Institution	State Grant Aid Targeted as Percentage of Pell Grant*	Share of Income Poorest Need to Pay for Tuition	
Arizona	23%	25%	2%	8%	\$3,573
California	24%	28%	47%	3%	\$3,543
Colorado	19%	20%	43%	11%	\$3,633
Idaho	17%	20%	2%	11%	\$3,172
Montana	25%	26%	7%	22%	\$3,161
Nevada	22%	23%	27%	10%	\$3,460
New Mexico	20%	23%	25%	10%	\$3,000
Oregon	25%	29%	23%	15%	\$3,430
Utah	16%	16%	3%	11%	\$3,002
Washington	20%	23%	68%	14%	\$3,447
Wyoming	19%	20%	0%	12%	\$2,973
Top States	16%	18%	108%	8%	\$2,928

*This indicator is a measure of: (1) how well the state targets aid to families with the greatest need; and (2) how much need-based aid is made available to all students.



Source: *Measuring Up 2002*, The State-by-State Report Card for Higher Education, The National Center for Public Policy and Higher Education

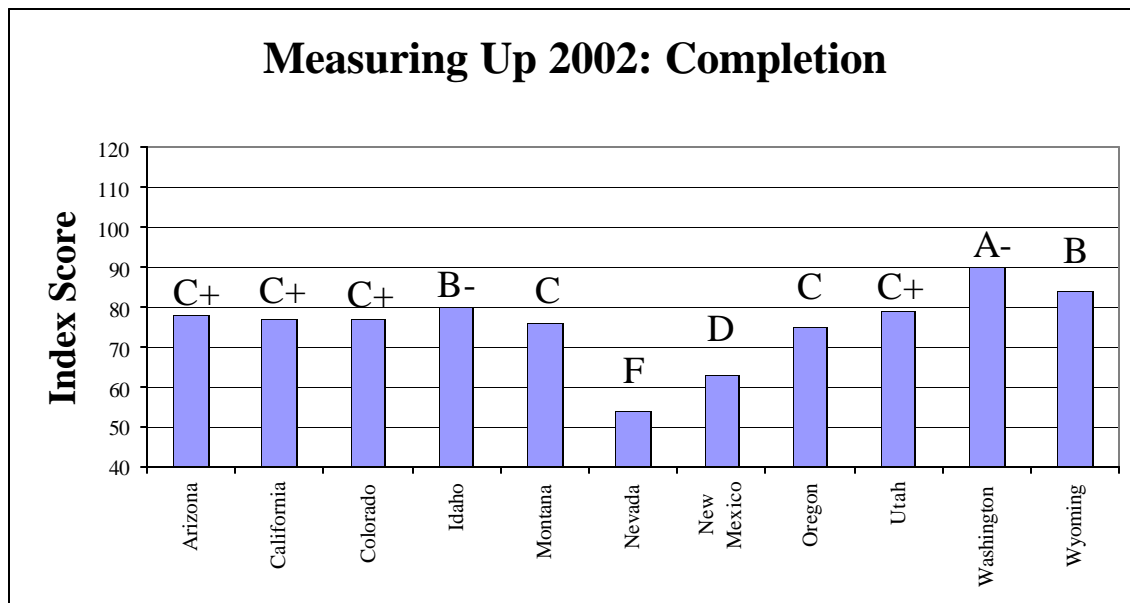
HIGHER EDUCATION

MEASURING UP 2002 STATE REPORT CARD: COMPLETION

Student Progress Toward Completion of Education and Training Beyond High School: Nevada and Western States

	Persistence: First-Year Students Returning for Second Year		Completion: First-Time Full-Time Students		Certificates, Degrees, Diplomas Awarded at all Institutions per 100 Undergraduate Students
	Community Colleges	Four-Year Colleges and Universities	Completing Baccalaureate Degree within Five Years of High School	Completing Baccalaureate Degree within Six Years of College Entrance	
Arizona	48%	72%	44%	49%	17
California	48%	84%	53%	60%	14
Colorado	47%	75%	49%	47%	16
Idaho	n/a	67%	31%	43%	19
Montana	n/a	67%	37%	38%	18
Nevada	49%*	75%	29%	37%	9
New Mexico	52%	69%	29%	36%	13
Oregon	40%	79%	51%	50%	15
Utah	40%*	73%	37%	52%	18
Washington	49%	83%	56%	61%	18
Wyoming	55%	76%	41%	50%	19
Top States	63%	83%	66%	61%	21

* Data from *Measuring Up 2000* were used because updated information was not available.



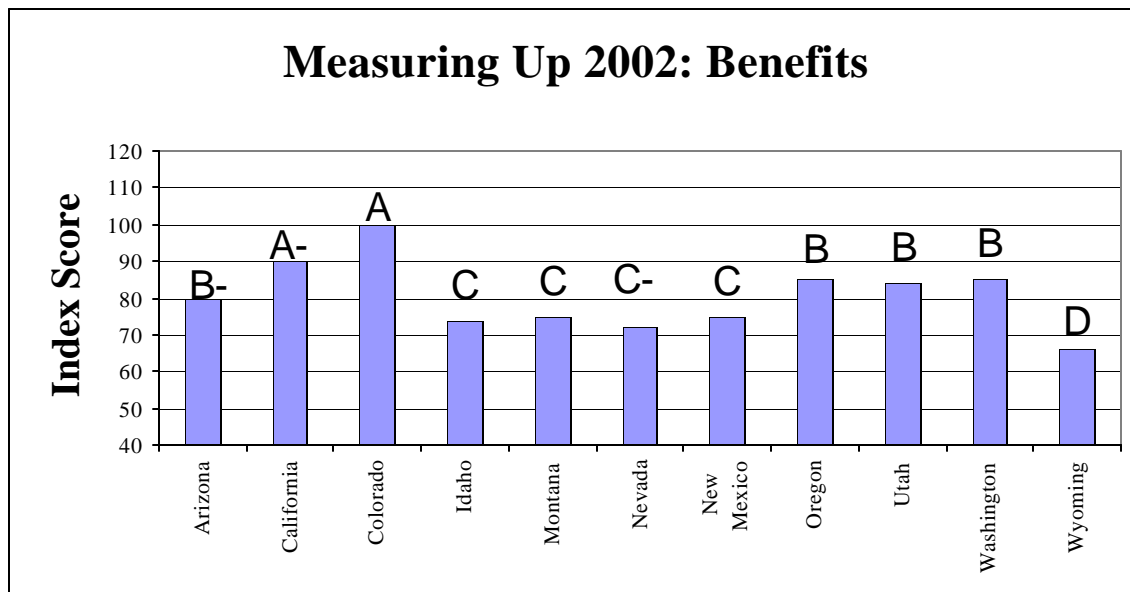
Source: *Measuring Up 2002*, The State-by-State Report Card for Higher Education, The National Center for Public Policy and Higher Education

HIGHER EDUCATION

MEASURING UP 2002 STATE REPORT CARD: BENEFITS

Benefits to the State as a Result of a Workforce With Education and Training Beyond High School: Nevada and Western States

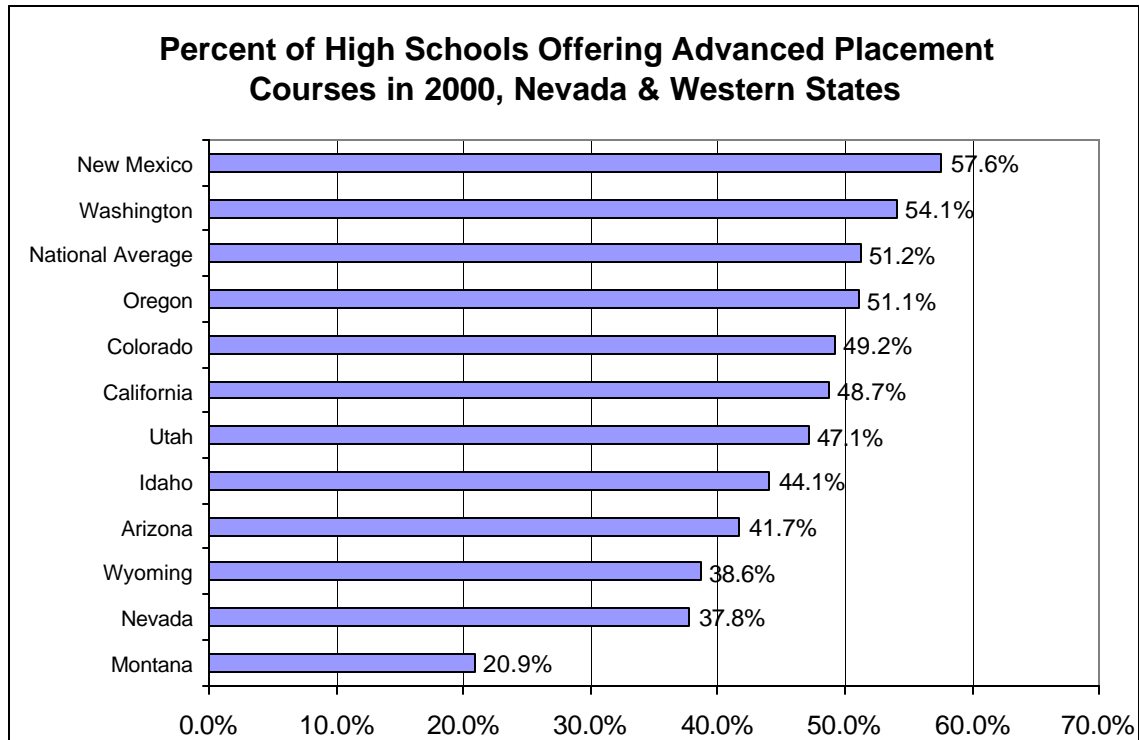
	Workforce Population Aged 25 to 65 with Baccalaureate Degree or Higher	Increase in Total Personal Income Resulting from Percentage of Population with Baccalaureate Degree	Residents Voting in 1998 and 2000	Percentage Population With Literacy Skills Most Similar to Skills of College Graduates	
				Quantitative	Prose
Arizona	26%	9%	40%	23%	23%
California	30%	11%	44%	24%	24%
Colorado	36%	8%	53%	48%	46%
Idaho	23%	6%	50%	24%	28%
Montana	27%	8%	58%	n/a	n/a
Nevada	22%	8%	40%	22%	20%
New Mexico	24%	9%	50%	n/a	n/a
Oregon	26%	9%	54%	n/a	n/a
Utah	31%	9%	48%	n/a	n/a
Washington	30%	8%	52%	28%	26%
Wyoming	22%	5%	58%	n/a	n/a
Top States	35%	12%	60%	28%	28%



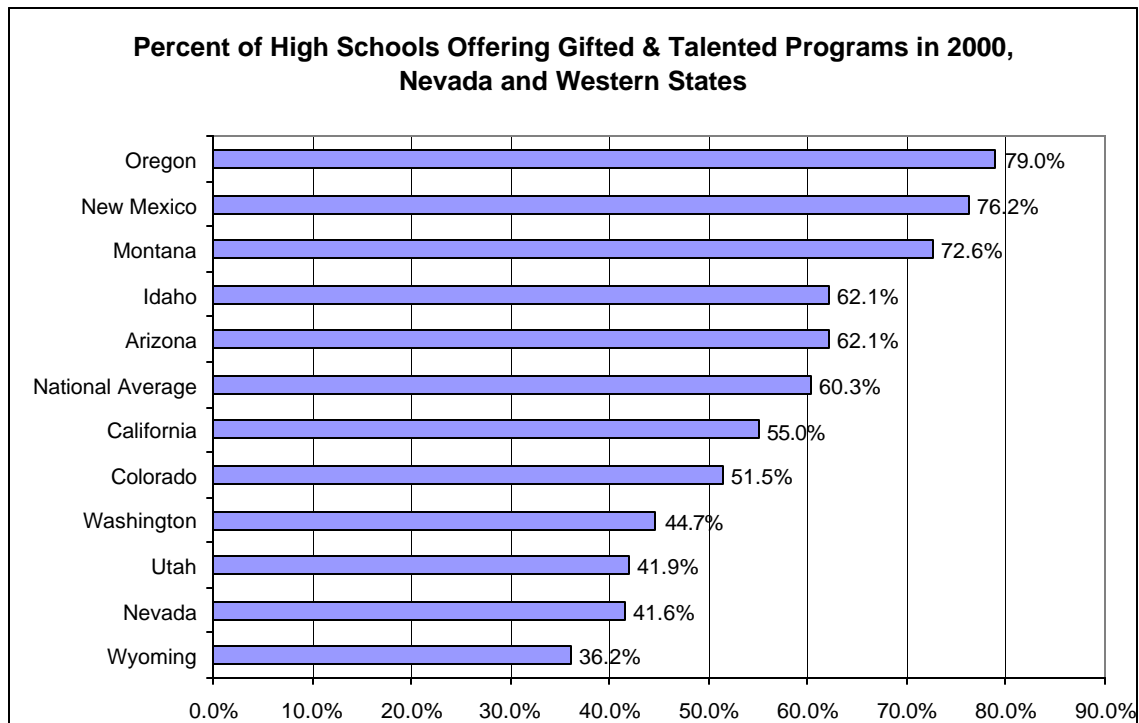
Source: *Measuring Up 2002*, The State-by-State Report Card for Higher Education, The National Center for Public Policy and Higher Education.

HIGHER EDUCATION

ADVANCED PLACEMENT (AP) & GIFTED PROGRAMS



Source: *Education State Rankings 2002-2003* from NCES "Schools and Staffing Survey," 2002.

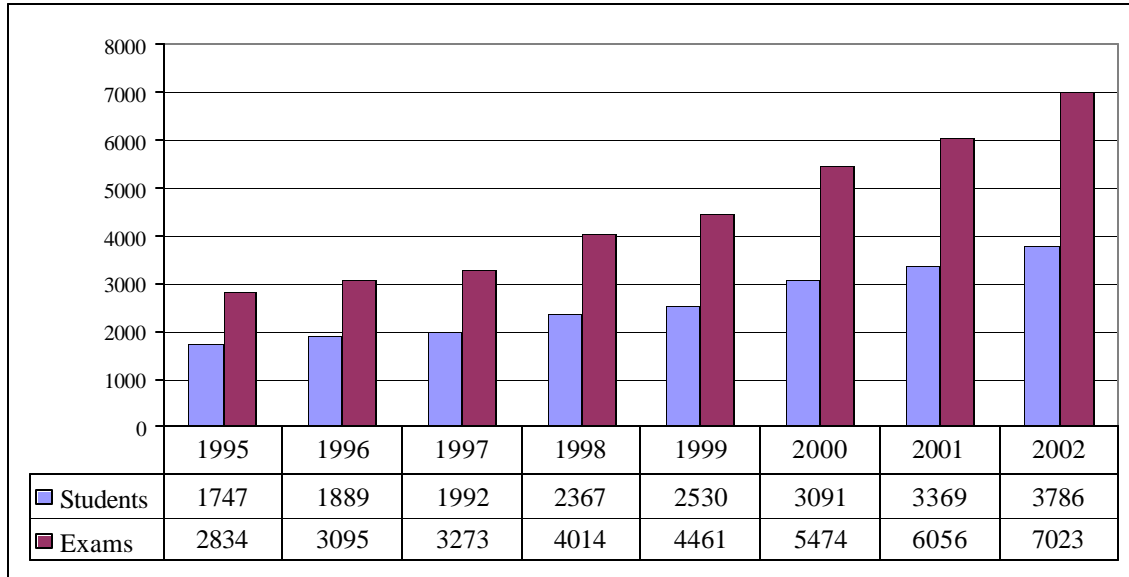


Source: *Education State Rankings 2002-2003* from NCES "Schools and Staffing Survey," 2002.

HIGHER EDUCATION

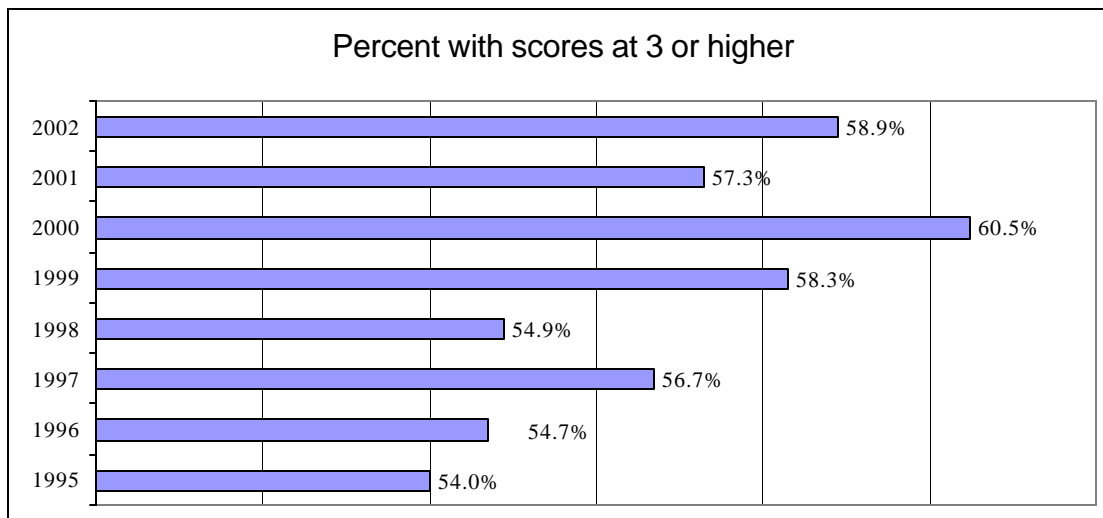
ADVANCED PLACEMENT — 11TH AND 12TH GRADE STUDENTS

NEVADA 11TH and 12TH GRADE STUDENTS TAKING ADVANCED PLACEMENT PROGRAM EXAMINATIONS 1995–2002



Source: Nevada Department of Education and the College Board

PERCENT OF NEVADA STUDENTS SCORING 3 OR HIGHER ON AP EXAMS 1995 - 2002

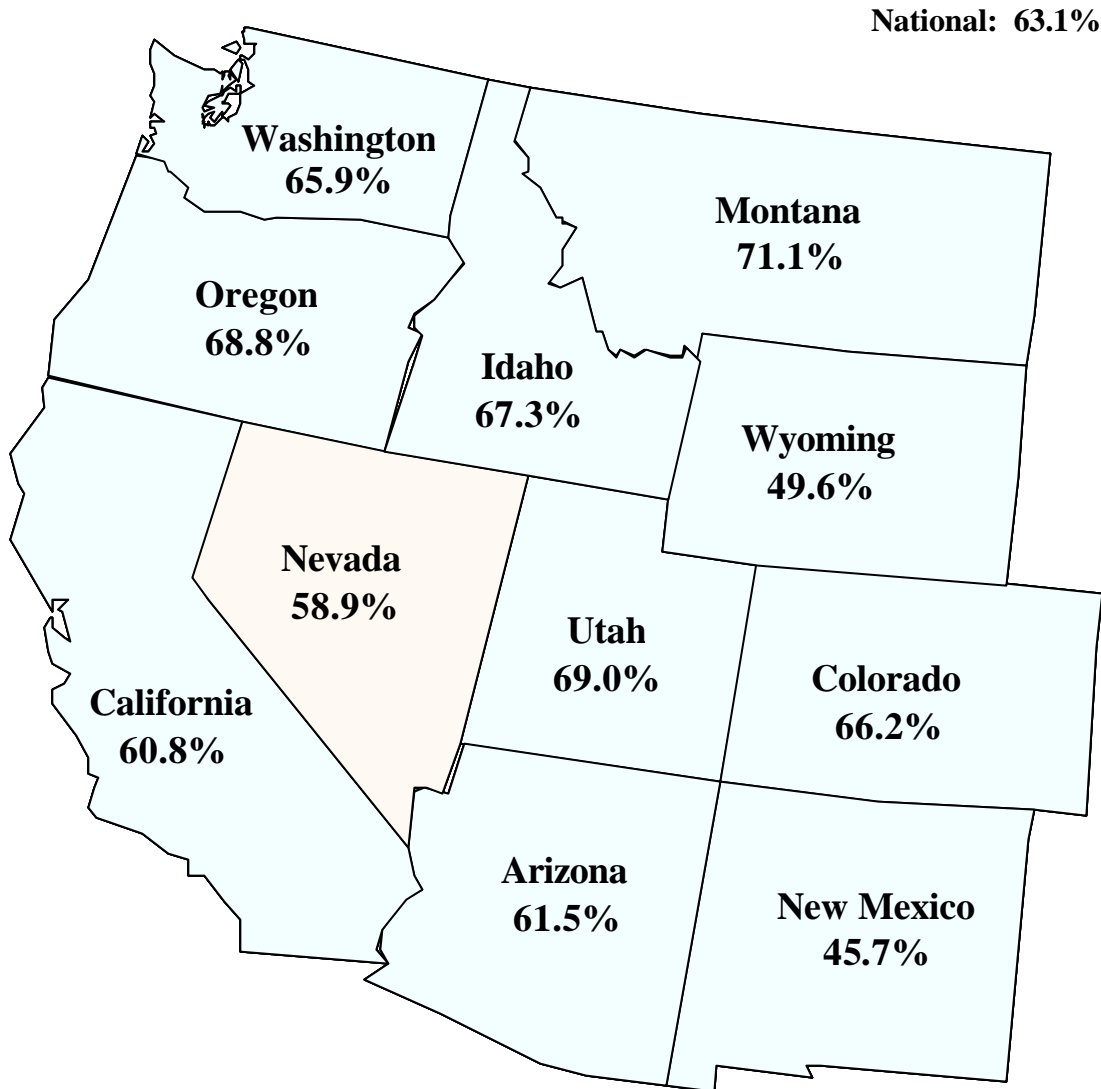


Source: Nevada Department of Education and the College Board

HIGHER EDUCATION

ADVANCED PLACEMENT — WESTERN STATES

PERCENT OF SCORES OF 3 OR HIGHER ON THE ADVANCED PLACEMENT EXAMINATIONS PER 1,000 11TH AND 12TH GRADERS 2002

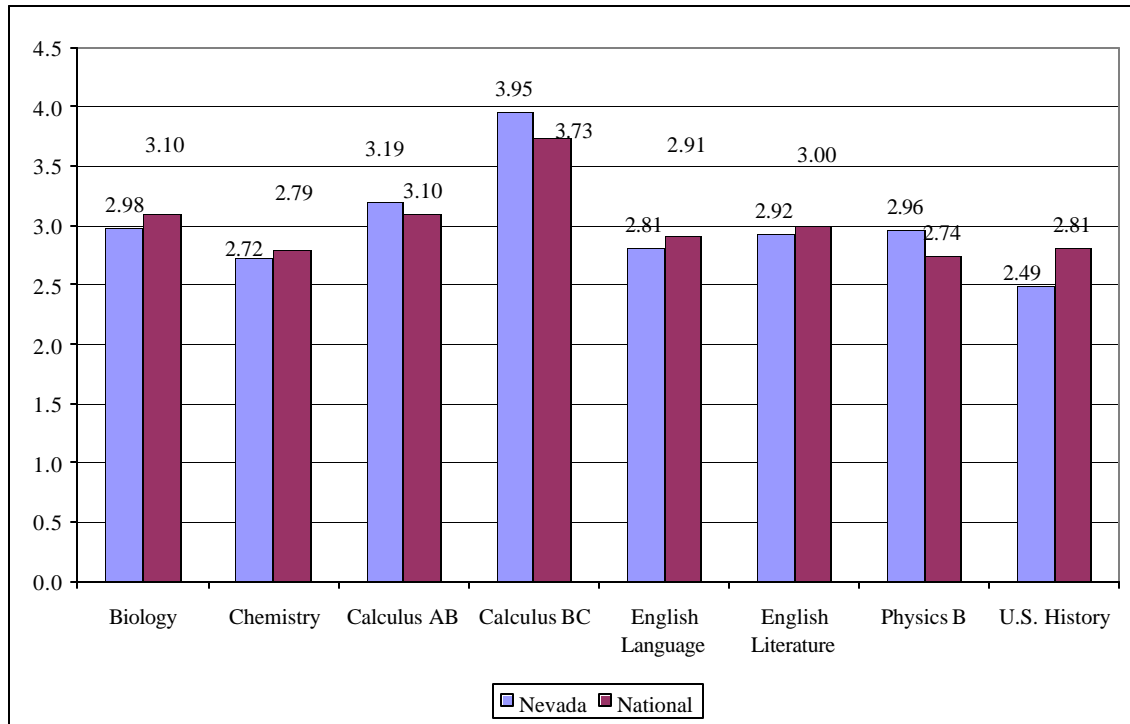


Source: The College Board

HIGHER EDUCATION

ADVANCED PLACEMENT — SCORE DISTRIBUTION BY SUBJECT

NEVADA STUDENTS' AP SCORE DISTRIBUTION BY SUBJECT MAY 2002



NEVADA ADVANCED PLACEMENT SCORE DISTRIBUTION BY SUBJECT Mean Score

	Biology	Chemistry	Calculus AB	Calculus BC	English Language	English Literature	Physics B	U.S. History
Nevada	2.98	2.72	3.19	3.95	2.81	2.92	2.96	2.49
National	3.10	2.79	3.10	3.73	2.91	3.00	2.74	2.81

AP Scoring Interpretation

5 = Extremely well qualified	4 = Well qualified
3 = Qualified	2 = Possibly qualified
1 = No recommendation	

Source: The College Board

HIGHER EDUCATION

DISTRICT COLLEGE CONTINUATION RATE

COLLEGE CONTINUATION RATE OF NEVADA PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN UCCSN INSTITUTIONS 1999 – 2001

	Public High School Graduates			Public High School Graduates Enrolled at UCCSN Summer/Fall as a Percent of High School Graduates		
	1999	2000	2001	1999	2000	2001
Total	12,633	12,953	13,476	44.4%	45.9%	43.8%
Carson	391	402	404	57.5%	57.5%	48.3%
Churchill	222	267	251	31.1%	35.6%	39.4%
Clark	7760	7966	8472	46.9%	45.8%	41.3%
Douglas	419	434	401	39.1%	44.9%	46.9%
Elko	540	534	517	35.4%	36.5%	36.4%
Esmeralda	0	0	0	-	-	-
Eureka	19	22	23	36.8%	40.9%	39.1%
Humboldt	201	236	202	17.9%	33.1%	30.2%
Lander	78	71	69	17.9%	36.6%	17.4%
Lincoln	81	71	65	11.1%	29.6%	21.5%
Lyon	276	281	289	32.6%	48.4%	46.4%
Mineral	69	47	29	26.1%	19.1%	34.5%
Nye	208	281	232	26.9%	31.0%	34.5%
Pershing	42	54	40	35.7%	57.4%	65.0%
Storey	36	19	26	52.8%	42.1%	57.7%
Washoe	2204	2157	2342	46.9%	53.0%	57.2%
White Pine	87	111	114	26.4%	26.1%	29.8%

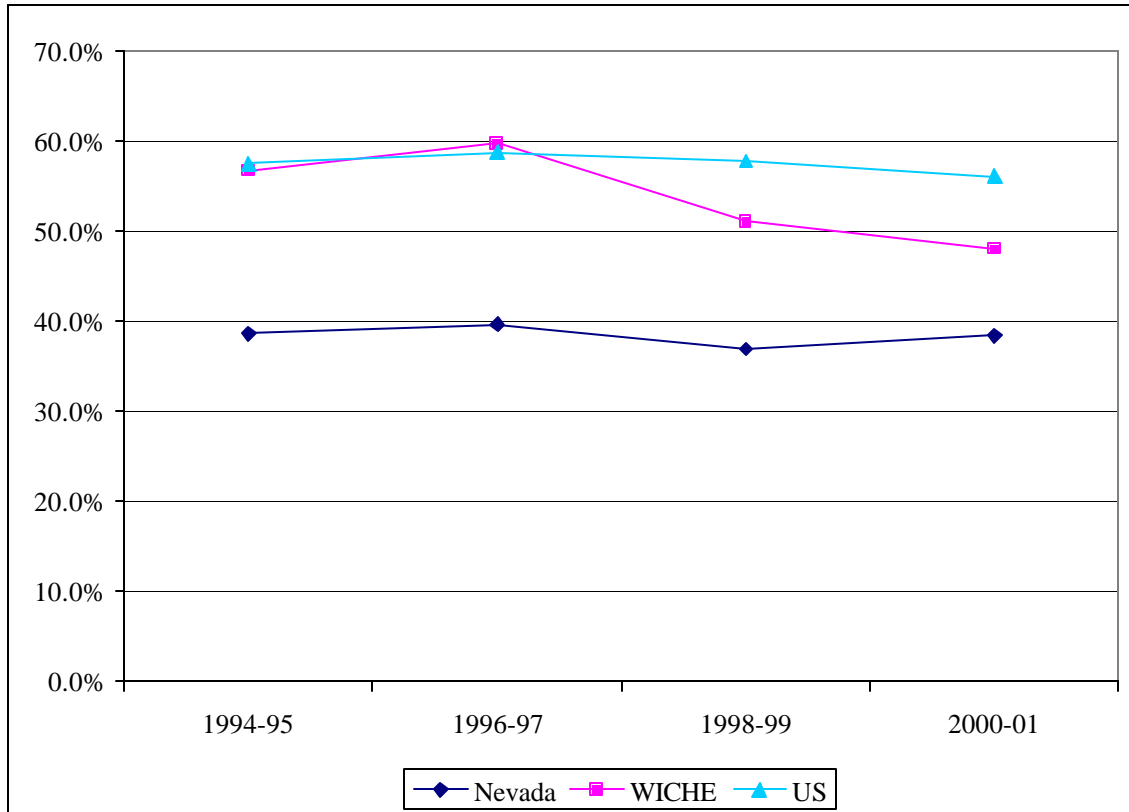
Source: UCCSN, Office of Academic and Student Affairs, July 2002.

NOTE: Nevada high school graduates enrolled at a UCCSN institution are students who graduated from high school within 12 months preceding their enrollment at the UCCSN for the year indicated. Data are based on the enrollment of graduates without regard to whether they are degree-seeking students.

HIGHER EDUCATION

COLLEGE CONTINUATION RATES OF RECENT HIGH SCHOOL GRADUATES

Percentage of Recent High School Graduates who Enrolled as First-Time Freshmen within 12 Months of High School Graduation, Nevada, Western States, and the United States



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

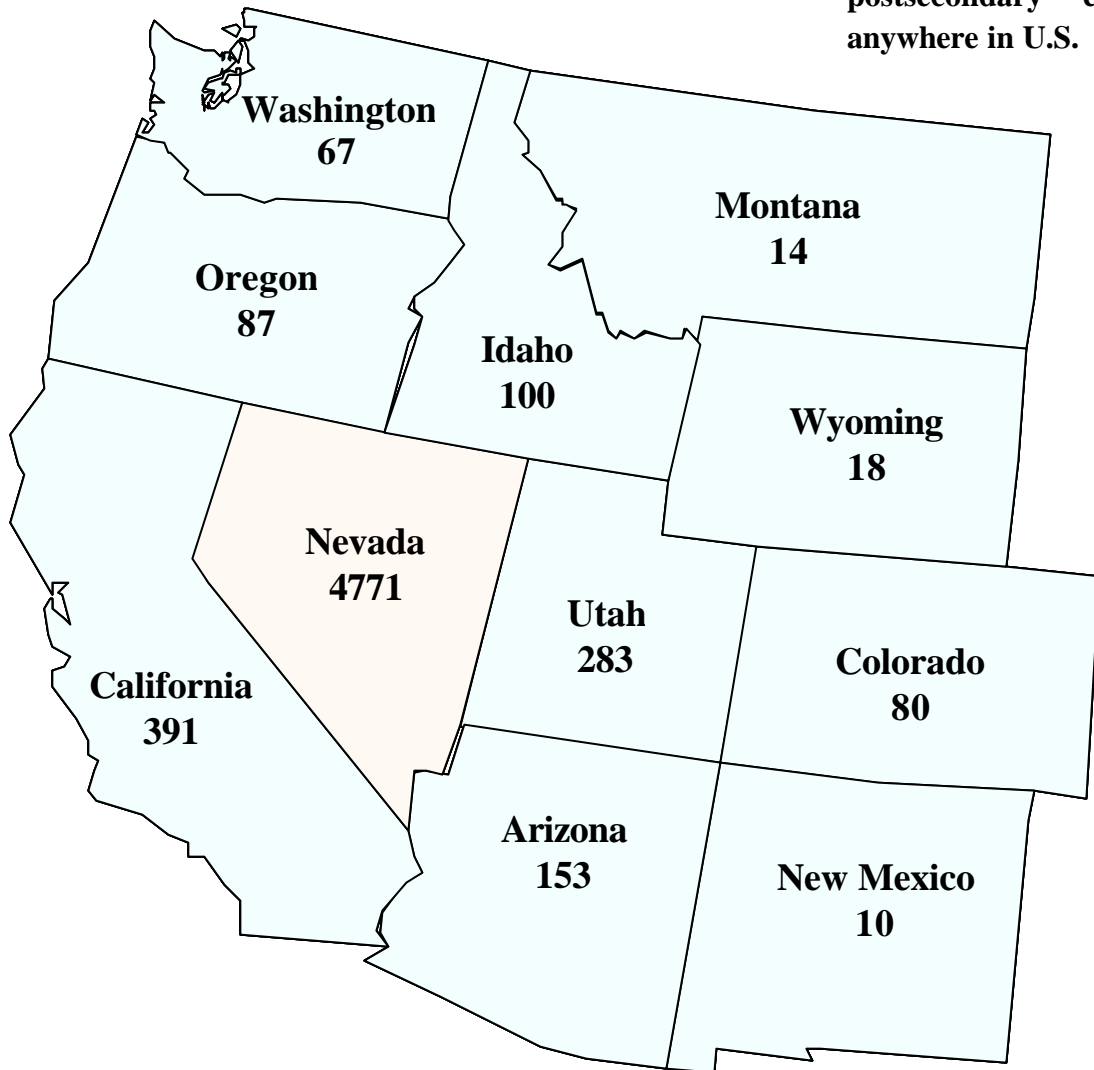
NOTE: High school graduates data include public and nonpublic high school graduates. Freshmen include first-time freshmen, who were high school graduates within the previous 12 months and enrolled in degree-granting institutions anywhere in the country. Data are based on statistics from the National Center for Education Statistics.

HIGHER EDUCATION

COLLEGE-GOING CONTINUATION RATES OF RECENT NEVADA HIGH SCHOOL GRADUATES

POSTSECONDARY ENROLLMENT OF RECENT NEVADA HIGH SCHOOL GRADUATES IN NEVADA AND WESTERN STATES FALL 2000

Total = 6,558 continued in
postsecondary education
anywhere in U.S.



Source: UCCSN, Office of Academic and
Student Affairs, Information Bulletin,
October 2002

HIGHER EDUCATION

MILLENNIUM SCHOLARSHIP PROGRAM: HIGH SCHOOL ELIGIBILITY AND UTILIZATION

NEVADA MILLENNIUM SCHOLARSHIP PROGRAM: ELIGIBILITY AND UTILIZATION FALL 2000 – FALL 2002 CUMULATIVE

Term	Number of Students Eligible	Number of Students Utilizing	Percent Utilizing
Fall 2000	7,322	4,267	58%
Fall 2001	13,793	8,077	59%
Fall 2002*	20,076	12,385	62%

Source: Office of the State Treasurer, January 2003

*Projected

STUDENTS ELIGIBLE BY COUNTY HIGH SCHOOL GRADUATING CLASSES

	GED			Home School			Nevada High School			Non-Nevada High School		
Year	00	01	02	00	01	02	00	01	02	00	01	02
Carson	0	0	0	0	1	0	252	264	258	0	1	0
Churchill	0	0	0	0	0	0	154	169	142	0	0	0
Clark	3	4	6	5	7	3	4357	4772	4908	8	9	2
Douglas	0	1	0	4	0	2	208	192	208	2	0	0
Elko	0	0	0	0	1	0	317	265	263	0	0	0
Eureka	0	0	0	0	0	0	13	14	16	0	0	0
Humboldt	0	0	0	0	0	0	106	72	97	0	0	0
Lander	0	0	1	0	0	0	36	37	44	0	0	0
Lincoln	0	0	0	0	0	0	45	52	36	0	0	0
Lyon	0	2	0	1	0	0	144	172	180	1	1	0
Mineral	0	0	0	0	0	0	17	13	29	0	0	0
Nye	0	0	0	1	0	0	121	123	129	0	0	0
Pershing	0	0	0	0	0	0	43	38	21	0	0	0
Storey	0	0	0	0	0	0	14	18	17	0	0	0
Washoe	0	1	1	8	6	8	1393	1619	1612	1	6	1
White Pine	0	0	0	0	0	0	68	72	63	0	0	0
Total	3	8	8	19	15	13	7288	7892	8023	12	17	3

Source: Office of the State Treasurer, Millennium Scholarship Program

HIGHER EDUCATION

MILLENNIUM SCHOLARSHIP PROGRAM: SCHOLARS MAINTAINING ELIGIBILITY

NEVADA MILLENNIUM SCHOLARSHIP PROGRAM: SCHOLARS MAINTAINING ELIGIBILITY BY INSTITUTION FALL 2000 – FALL 2001

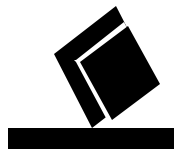
FALL 2000

	Total Scholars		Maintaining Eligibility		Not Maintaining Eligibility	
Institution	Number	Average GPA	Number	Percent	Number	Percent
CCSN	912	2.70	741	81%	171	19%
TMCC	248	2.72	199	80%	49	20%
GBC	104	2.57	82	79%	22	21%
WNCC	140	2.87	119	85%	21	15%
UNLV	1453	2.55	1026	71%	427	29%
UNR	1410	2.84	1183	84%	227	16%
Total	4267		3350	79%	917	21%

FALL 2001

	Total Scholars		Maintaining Eligibility		Not Maintaining Eligibility	
Institution	Number	Average GPA	Number	Percent	Number	Percent
Sierra NV	7	3.13	6	86%	1	14%
CCSN	1784	2.87	1485	83%	299	17%
TMCC	564	2.86	453	80%	111	20%
GBC	158	2.71	123	78%	35	22%
WNCC	248	3.04	214	86%	34	14%
UNLV	2629	2.79	2087	79%	542	21%
UNR	2688	2.94	2238	83%	450	17%
Total	8078		6606	82%	1472	18%

Source: Office of the State Treasurer, Millennium Scholarship Program



HIGHER EDUCATION

UCCSN REMEDIATION RATES

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDATION AS A PERCENT OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN UCCSN 1999 – 2002

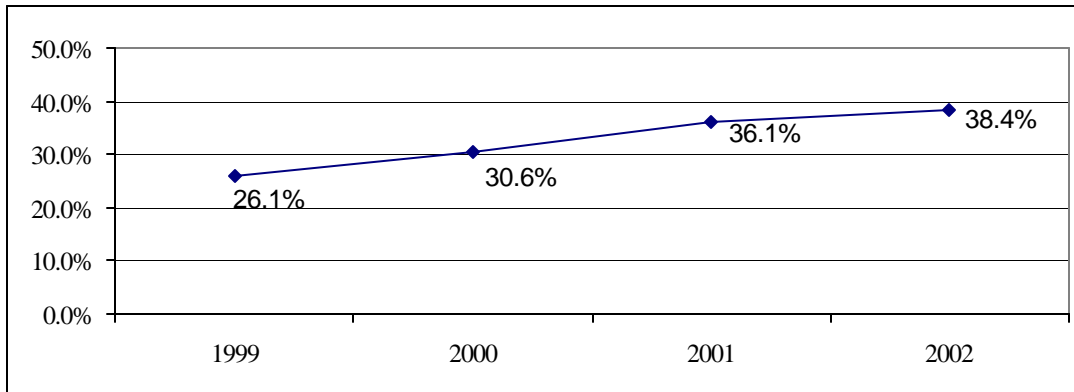
		UNLV	UNR	NSC	CCSN	GBC	TMCC	WNCC	UCCSN Total
2002									
	Enrolled	1582	1752	51	2161	118	772	289	6725
	In Remediation	684	487	29	699	81	460	142	2582
	Percent	43.2%	27.8%	56.9%	32.3%	68.6%	59.6%	49.1%	38.4%
2001									
	Enrolled	1634	1688		1733	147	690	284	6176
	In Remediation	644	501		524	95	375	91	2230
	Percent	39.4%	29.7%		30.2%	64.6%	54.3%	32.0%	36.1%
2000									
	Enrolled	1804	1565		1759	165	532	346	6166
	In Remediation	605	380		464	63	288	93	1888
	Percent	33.5%	24.3%		26.4%	38.1%	54.1%	26.9%	30.6%
1999									
	Enrolled	1485	1151		2232	149	601	303	5921
	In Remediation	388	258		452	65	295	86	1547
	Percent	26.1%	22.4%		20.3%	45.6%	49.1%	28.4%	26.1%

Source: UCCSN, Remedial/Developmental Enrollments, Summer and Fall 2001, January 24, 2002.

HIGHER EDUCATION

UCCSN REMEDIATION RATES

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL AS A PERCENT OF ALL RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN UCCSN: CHANGE IN TOTAL, 1999-2002



Source: UCCSN, Remedial/Developmental Enrollments, Summer and Fall, 2001 and Summer and Fall, 2002.

RECENT NEVADA HIGH SCHOOL GRADUATES ENROLLED IN REMEDIAL COURSES AS PERCENT OF TOTAL NUMBER OF STUDENTS ENROLLED IN REMEDIATION, 2002

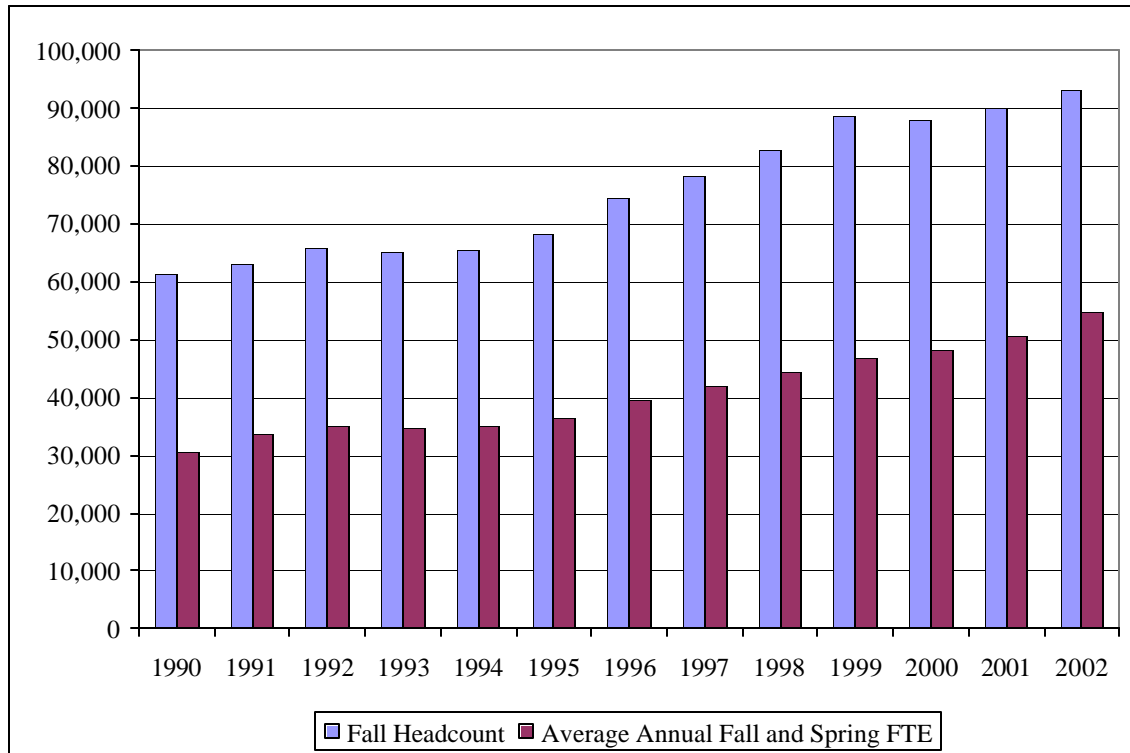
	UNLV	UNR	NSC	CCSN	GBC	TMCC	WNCC	UCCSN Total
All students in remedial	2148	772	50	4872	633	2144	784	11,403
Recent NV high school grads in remedial	684	487	29	699	81	460	142	2582
Recent NV high school grads as percent of total in remedial	31.8%	63.1%	58.0%	14.3%	12.8%	21.5%	18.1%	22.6%

Source: UCCSN, Remedial/Developmental Enrollments, Summer and Fall 2001, January 24, 2002.

HIGHER EDUCATION

UCCSN ENROLLMENT

UCCSN HISTORICAL FALL HEADCOUNT AND AVERAGE ANNUAL FULL-TIME EQUIVALENT ENROLLMENT



Source: University and Community College System of Nevada

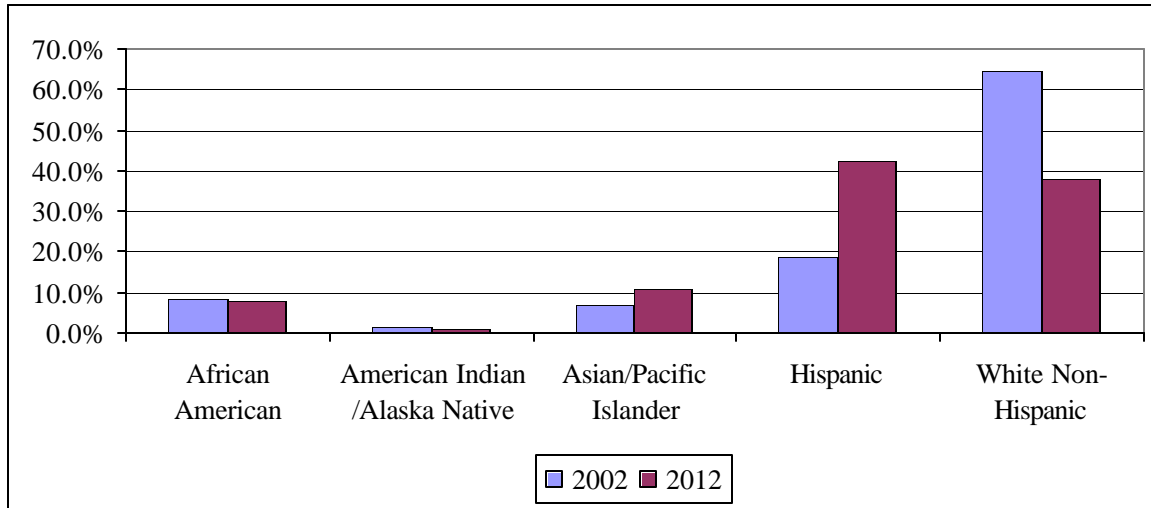
Note: Headcount is fall semester enrollment. FTE is average annual (average of fall and spring semester enrollment) except for 2001 and 2002, which are fall semester FTE only.



HIGHER EDUCATION

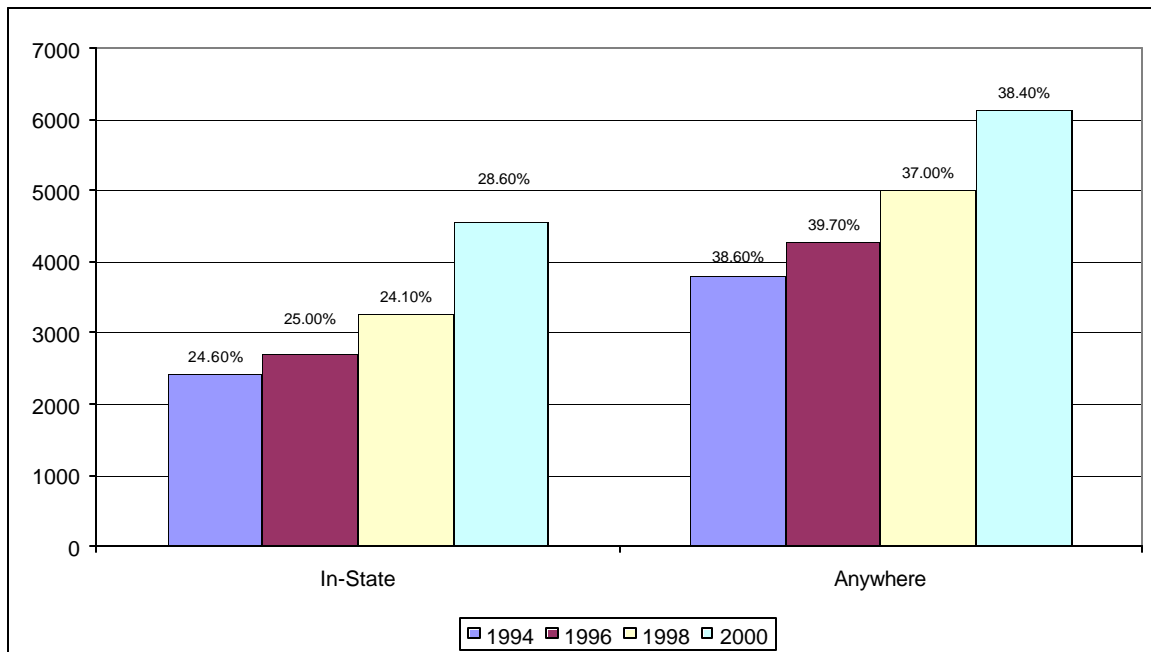
STUDENT PROFILE

DISTRIBUTION OF PROJECTED NEVADA PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY, 2001-02 AND 2011-12



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

RECENT HIGH SCHOOL GRADUATES ENROLLED IN NEVADA AND TOTAL ENROLLED ANYWHERE

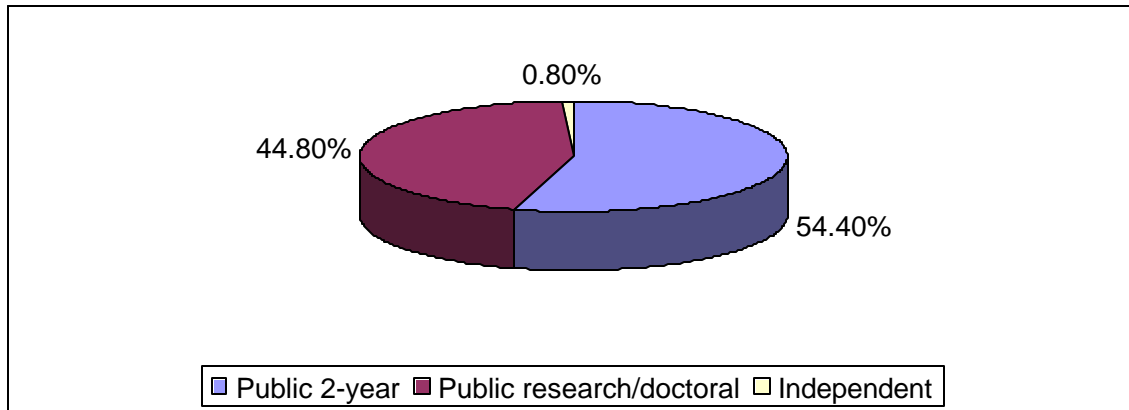


Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

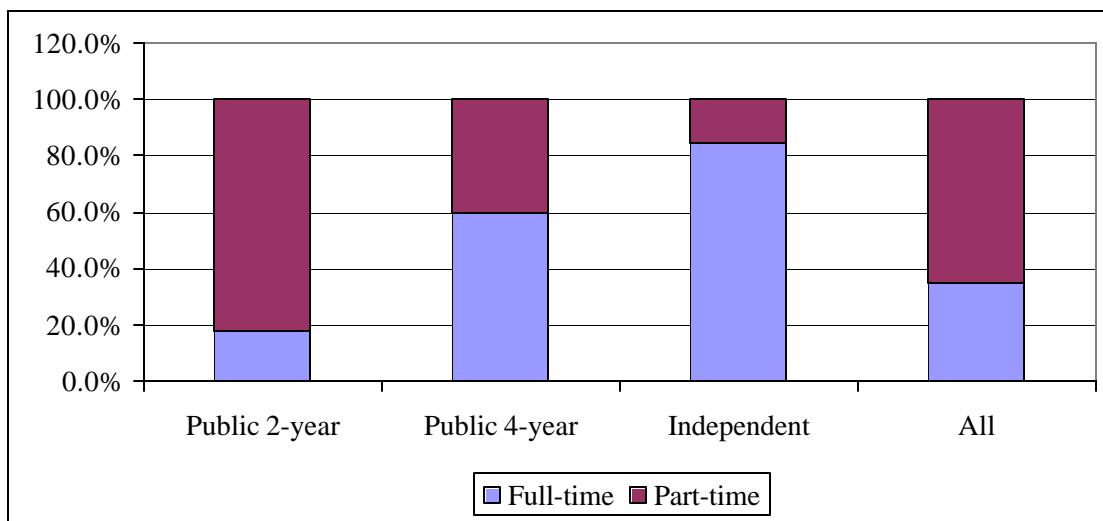
STUDENT PROFILE — UNDERGRADUATE ENROLLMENTS

UNDERGRADUATE FULL-TIME EQUIVALENT ENROLLMENTS IN NEVADA INSTITUTIONS OF HIGHER EDUCATION BY SECTOR, 2000



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

DISTRIBUTION OF NEVADA UNDERGRADUATE ENROLLMENTS BY ATTENDANCE STATUS AND SECTOR, FALL 2000



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

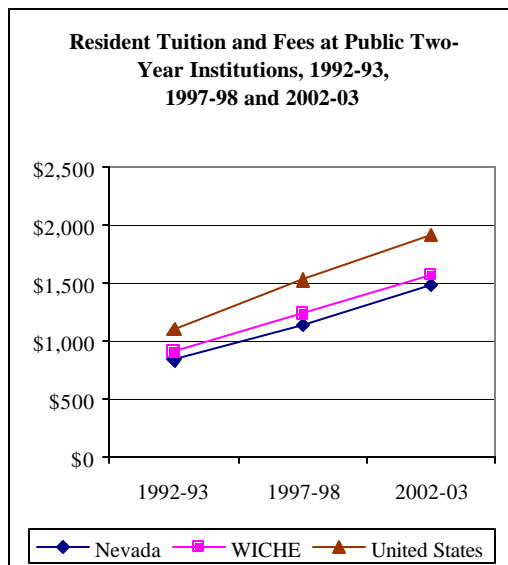
HISTORICAL TUITION AND FEES

HISTORICAL FEE CHARGES PER SEMESTER FOR UNDERGRADUATE RESIDENT STUDENTS

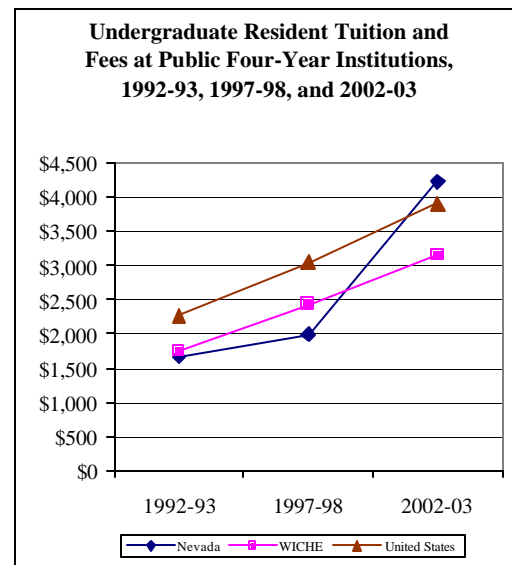
Legislatively Approved University and Community College System of Nevada
Resident Undergraduate Credit Hour Fees, FY92 to FY03

	Community College	Annual Percent Increase	University	Annual Percent Increase
FY03	\$45.50	3.41%	\$79.00	3.27%
FY02	\$44.00	3.53%	\$76.50	3.38%
FY01	\$42.50	3.66%	\$74.00	3.50%
FY00	\$41.00	3.80%	\$71.50	3.62%
FY99	\$39.50	2.60%	\$69.00	3.76%
FY98	\$38.50	4.05%	\$66.50	3.91%
FY97	\$37.00	10.45%	\$64.00	4.92%
FY96	\$33.50	9.84%	\$61.00	5.17%
FY95	\$30.50	3.74%	\$58.00	4.50%
FY94	\$29.40	8.89%	\$55.50	8.82%
FY93	\$27.00	3.85%	\$51.00	4.08%
FY92	\$26.00		\$49.00	

Source: Nevada Legislative Appropriations Report, Fiscal Years 1991-92 and 1992-93 through Fiscal Years 2001-02 and 2002-03, Fiscal Analysis Division, Legislative Counsel Bureau.



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

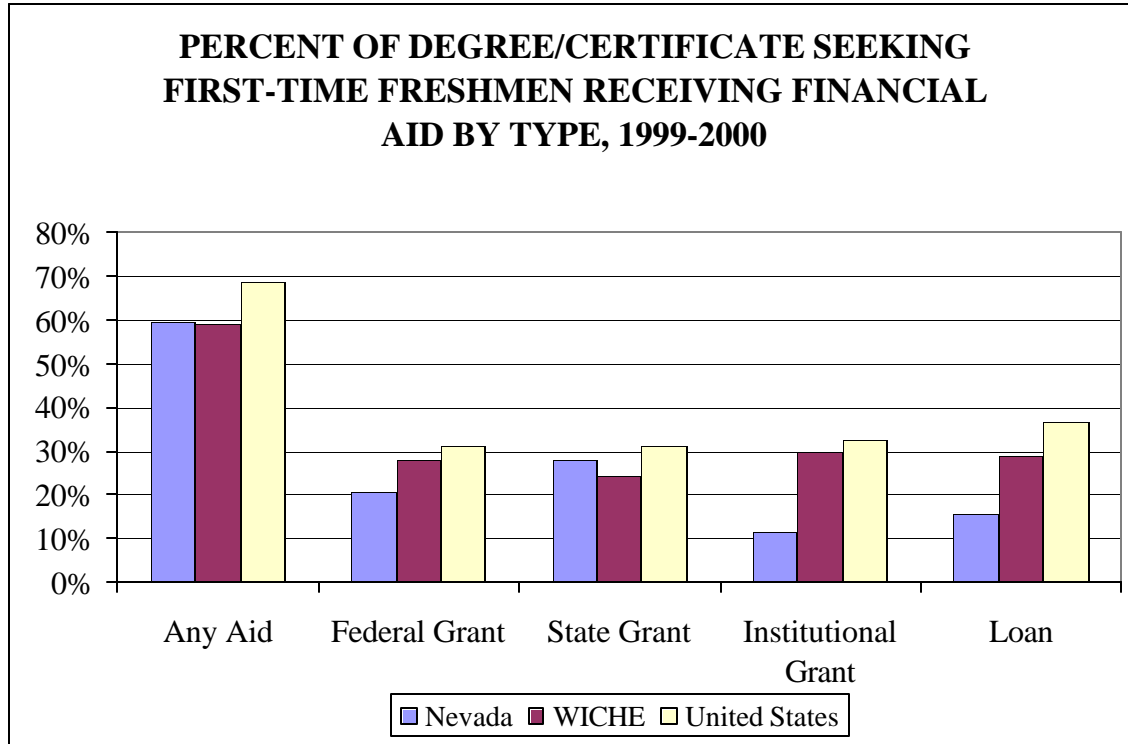


Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

STUDENT FINANCIAL AID

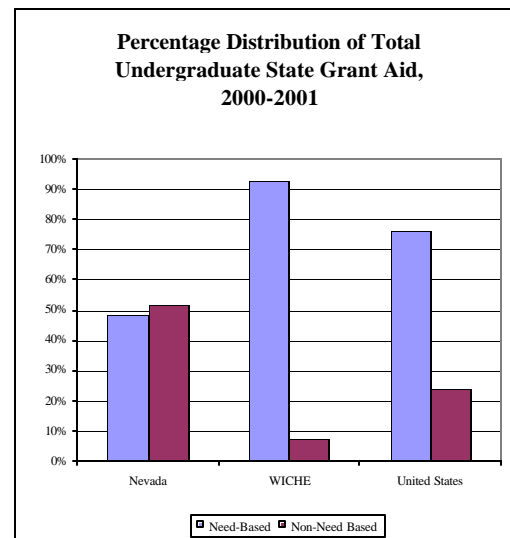
NEVADA, WICHE, AND UNITED STATES AVERAGES



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

State	Total Need and Non-Need Based State Aid
Arizona	\$2,990,000
California	\$461,914,000
Colorado	\$54,151,000
Idaho	\$1,138,000
Montana	\$3,195,000
Nevada	\$13,449,000
New Mexico	\$38,736,000
Oregon	\$19,711,000
Utah	\$2,511,000
Washington	\$98,533,000
Wyoming	\$0
WICHE	\$698,015,000
United States	\$4,605,389,000

Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

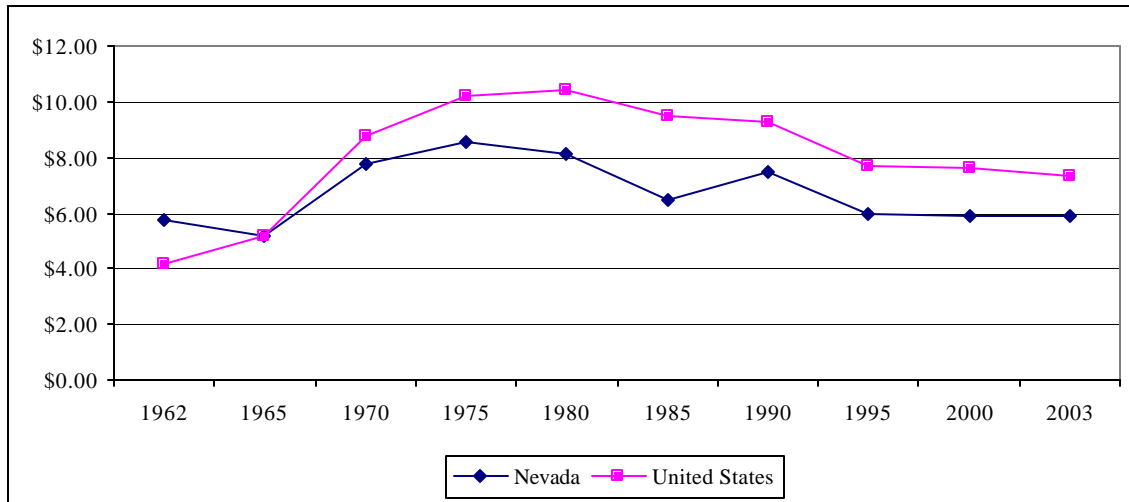


Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

BUDGET

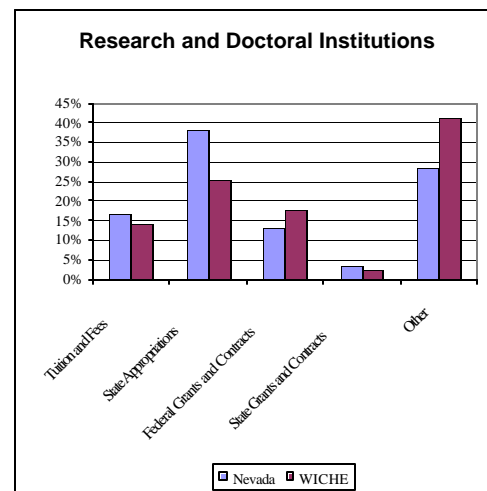
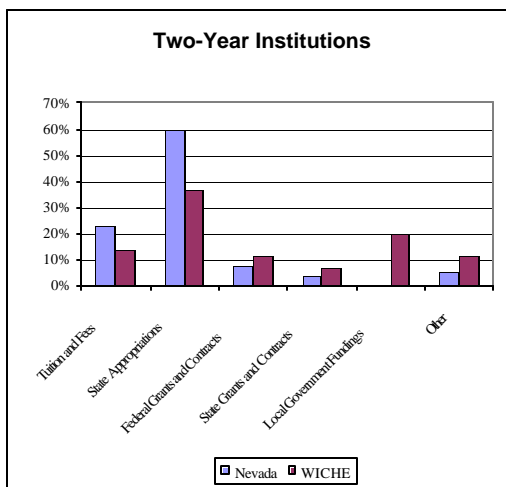
STATE TAX FUND APPROPRIATIONS FOR HIGHER EDUCATION PER \$1000 OF PERSONAL INCOME, FY 1962 TO FY 2003, NEVADA AND U.S. AVERAGE



Source: Postsecondary Education OPPORTUNITY, Number 126, December 2002.

Note: Data include appropriations, not expenditures. Appropriations are for operating expenses of state community colleges and universities, state governing or coordinating boards, state scholarships or other financial aid, and faculty benefits that might be budgeted through another state agency. Excluded are appropriations for capital outlay and debt service, and money derived from federal sources, student fees, auxiliary enterprises, and other non-tax sources.

PERCENT DISTRIBUTION OF CURRENT FUND REVENUES BY SOURCE AND INSTITUTIONAL TYPE, FY 2000



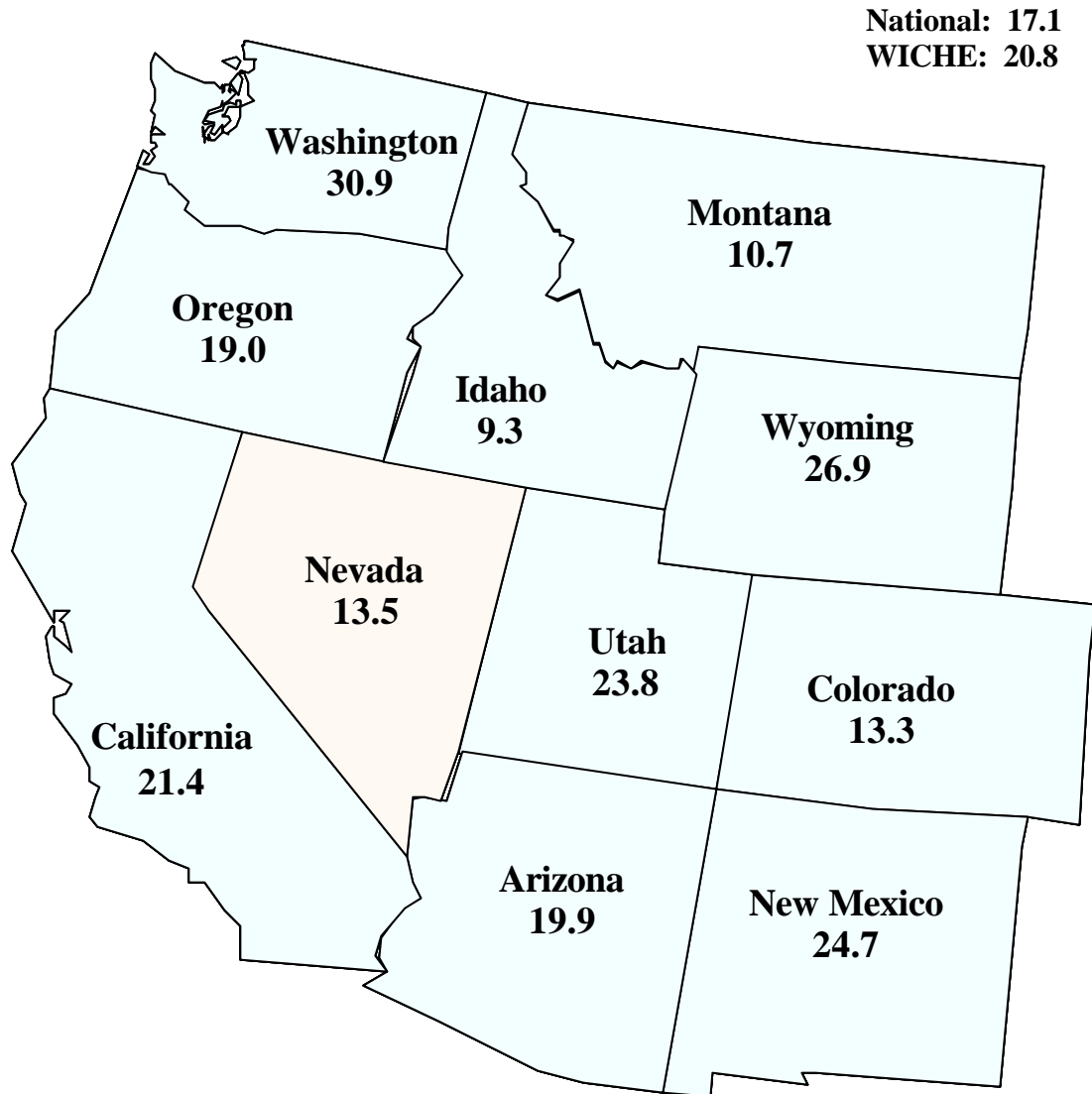
Source: Regional Fact Book for Higher Education in the West, WICHE, November 2002.

Note: "Other" includes federal appropriations, gifts, endowment income, sales, and services, auxiliary operations.

HIGHER EDUCATION

DEGREE TRENDS — ASSOCIATE DEGREES

DEGREE PRODUCTION PER 100 HIGH SCHOOL CLASS OF 1998 GRADUATES, PUBLIC INSTITUTIONS, ASSOCIATE DEGREES, 2000-2001 NEVADA AND WESTERN STATES

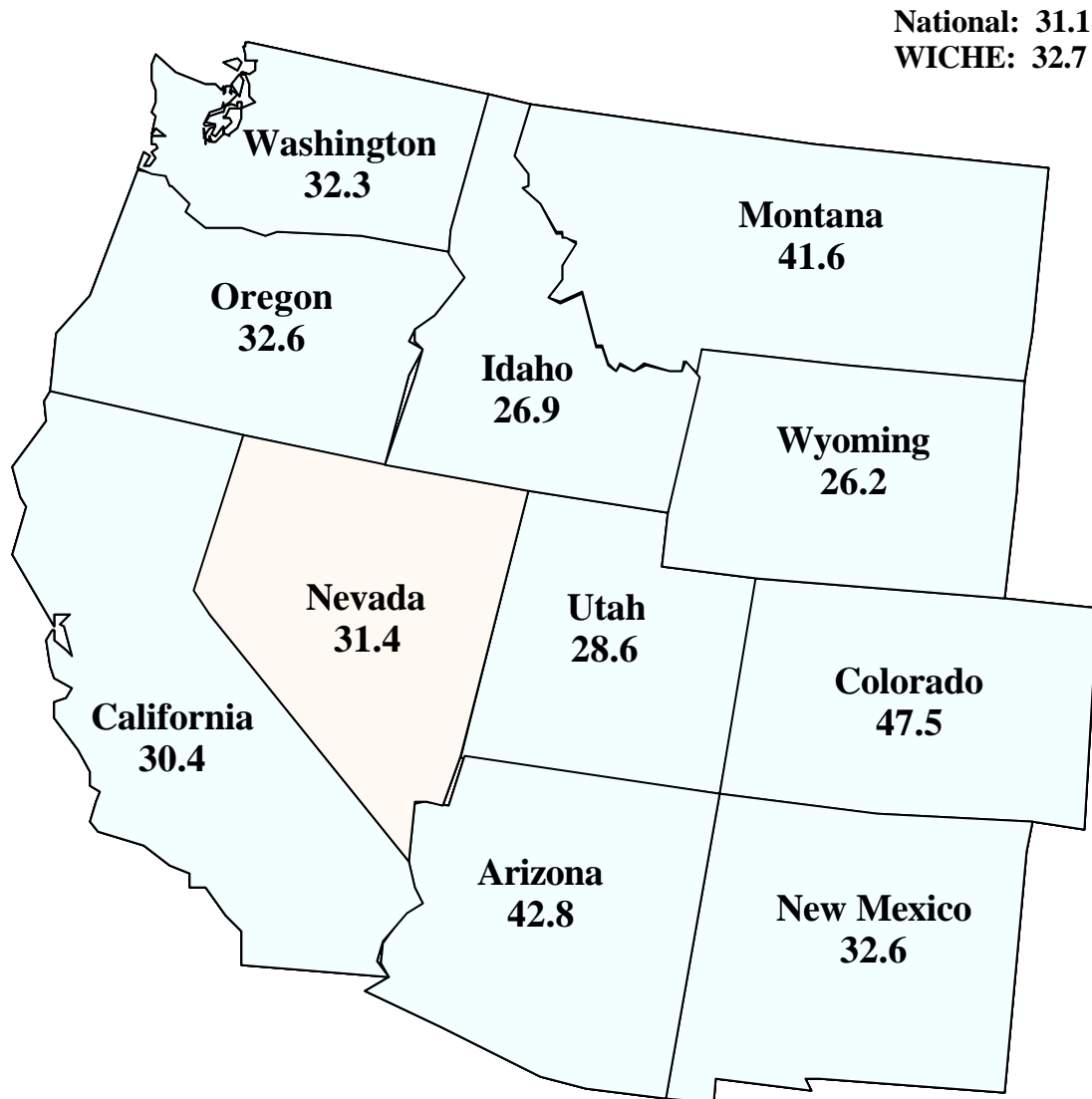


Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

DEGREE TRENDS — BACCALAUREATE DEGREES

DEGREE PRODUCTION PER 100 HIGH SCHOOL CLASS OF 1997 GRADUATES PUBLIC INSTITUTIONS, BACCALAUREATE DEGREES, 2000-2001 NEVADA AND WESTERN STATES



Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

FACULTY SALARIES AND BENEFITS

AVERAGE ANNUAL FACULTY SALARIES AND BENEFITS BY RANK, PUBLIC RESEARCH/DOCTORAL INSTITUTIONS, 2001-02 WICHE STATES

	Total Salaries and Benefits		
State	Professor	Associate Professor	Assistant Professor
Alaska	\$89,439	\$68,963	\$59,482
Arizona	102,244	74,362	64,261
California	136,720	88,701	77,166
Colorado	100,173	74,818	64,144
Hawaii	92,247	70,924	61,711
Idaho	89,785	72,460	63,787
Montana	81,784	64,953	56,492
Nevada	104,086	77,087	61,959
New Mexico	90,174	69,806	60,105
North Dakota	73,962	63,342	56,118
Oregon	95,327	74,124	63,139
South Dakota	78,430	61,884	52,825
Utah	105,875	76,155	66,687
Washington	106,518	77,002	69,243
Wyoming	83,457	64,836	61,808
WICHE Average	\$113,398	\$82,284	\$73,810

Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

HIGHER EDUCATION

FACULTY DEMOGRAPHICS

FACULTY RACE/ETHNICITY, GENDER, STATUS, AND INSTITUTIONAL TYPE, 2001, PUBLIC INSTITUTIONS

Two-Year Institutions

		Part-Time	Full-Time
Race			
	Nonresident Alien	2	0
	African American	66	38
	American Indian/Alaska Native	16	6
	Asian/Pacific Island	48	21
	Hispanic	73	36
	White Non-Hispanic	1228	544
	Unknown	193	19
Gender			
	Male	872	343
	Female	614	270
Total		1486	613

Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

Four-Year Institutions

		Part-Time	Full-Time
Race			
	Nonresident Alien	7	20
	African American	33	40
	American Indian/Alaska Native	10	9
	Asian/Pacific Island	39	112
	Hispanic	52	56
	White Non-Hispanic	902	1188
	Unknown	154	5
Gender			
	Male	654	995
	Female	683	486
Total		1337	1481

Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002.

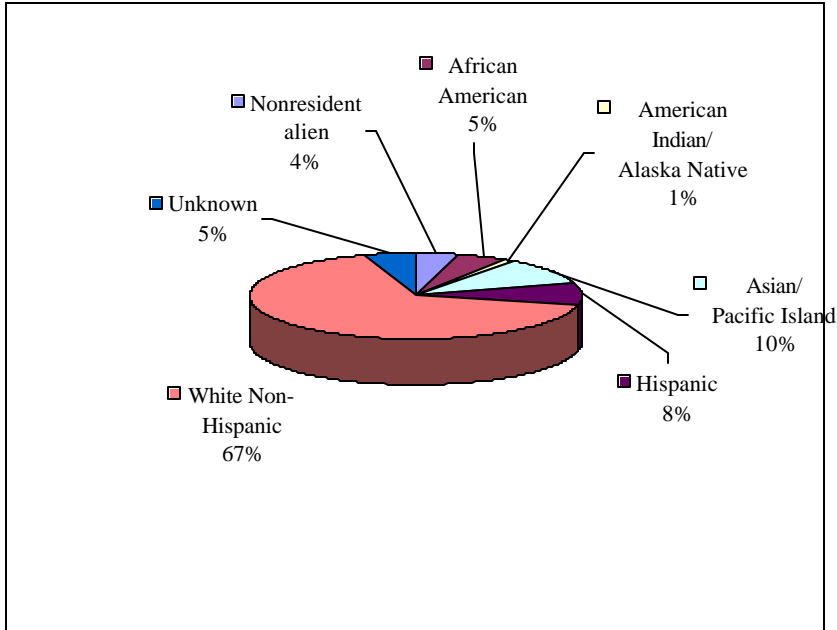
NOTE: The total of faculty is the sum of all race/ethnicity categories, which may not equal the grand total of faculty reported to the United States Department of Education Integrated Postsecondary Education Data Systems *Fall Staff Survey*.

HIGHER EDUCATION

FACULTY AND STUDENT RACE/ETHNICITY

FACULTY AND STUDENT RACE/ETHNICITY UNIVERSITY OF NEVADA-LAS VEGAS AND UNIVERSITY OF NEVADA-RENO, FALL 2001

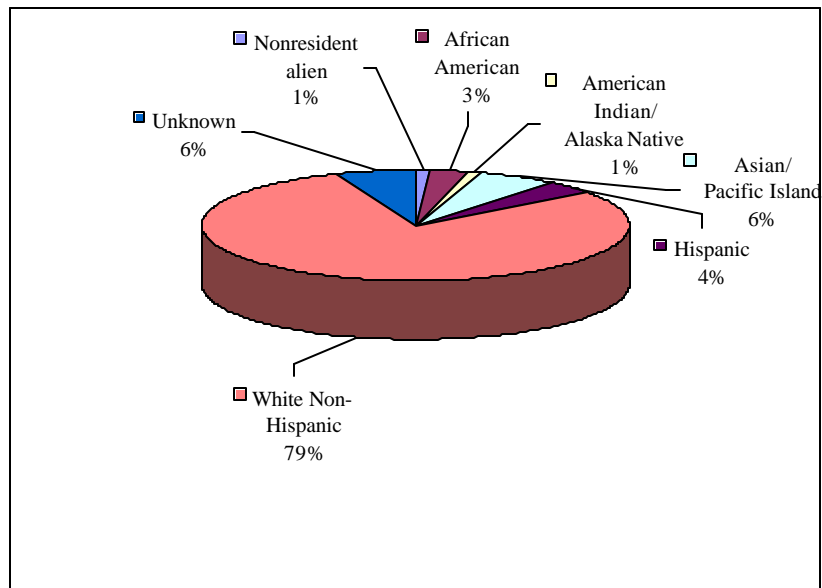
Students: Undergraduate Enrollment at UNR and UNLV



Source: IPEDS College Opportunities On-Line, National Center for Education Statistics, nces.ed.gov/ipeds/cool

Faculty: Full-Time and Part-Time at UNR and UNLV

Source: *Regional Fact Book for Higher Education in the West*, WICHE, November 2002



HIGHER EDUCATION

CRIMINAL ACTIVITY

Alleged Criminal Offenses Reported to Campus Security—On-Campus

	UNLV		UNR		CCSN		GBC		TMCC		WNCC	
Offense	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
Murder/Non-negligent Homicide	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses	1	4	1	5	0	0	0	0	0	0	0	0
Nonforcible Sex Offenses	0	0	0	0	0	1	0	0	0	0	0	0
Robbery	2	5	2	0	0	2	0	0	0	0	0	0
Aggravated Assault	5	0	12	5	0	5	0	0	0	0	0	0
Burglary	76	81	54	58	0	3	0	0	5	8	0	2
Motor Vehicle Theft	17	28	4	7	12	14	0	0	0	0	0	0
Arson	3	1	2	3	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0

Source: National Center for Education Statistics, U.S. Department of Education, IPEDS College Opportunity On-Line: <http://ope.ed.gov/SECURITY.InstIDCrime.asp?CRITERIA=C>

CAUTIONARY NOTE FROM THE OFFICE OF POSTSECONDARY EDUCATION, U.S. DEPARTMENT OF EDUCATION—The statistics represent alleged criminal offenses reported to campus security authorities or local police agencies. Therefore, the data collected do not necessarily reflect prosecutions or convictions for crime. Because some statistics are provided by non-police authorities, the data are not directly comparable to data from the Federal Bureau of Investigation's Uniform Crime Reporting System, which only collects statistics from police authorities.

Arrests On-Campus for Liquor, Drugs, and Weapons Violations

	UNLV		UNR		CCSN		GBC		TMCC		WNCC	
Arrests	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
Liquor	8	28	17	22	0	0	0	0	0	0	0	0
Drugs	13	11	1	6	0	2	0	0	1	0	0	0
Weapons	2	9	0	1	0	0	0	0	0	0	0	0

Source: National Center for Education Statistics, U.S. Department of Education, IPEDS College Opportunity On-Line: <http://ope.ed.gov/SECURITY.InstIDCrime.asp?CRITERIA=C>

HIGHER EDUCATION

NEVADA GEAR-UP - FUNDING

The State of Nevada was awarded a GEAR UP federal grant in fall 2001. The goal of Nevada GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is to help more low-income students become prepared academically and financially to enter into and succeed in college. Nevada GEAR UP is operated by the Nevada Department of Education, in conjunction with the Nevada Governor's Office, the Nevada Treasurer's Office, and the University and Community College System of Nevada. Nevada has \$10.7 million to implement Nevada GEAR-UP from FY 2001-02 through FY 2005-06.

For FY 2001-02, Nevada GEAR UP targeted 7th grade students in 13 middle schools, all with a poverty level of at least 60 percent. Six schools are from Clark County School District, two schools are from Nye County School District, and one school each is from Elko, Esmeralda, Humboldt, Mineral, and Washoe County School Districts. GEAR UP services will follow this 7th grade cohort of students as they proceed through their school career – from 7th to 8th grade, and so on. The following table provides a list of the 13 middle schools by school district, the amount of funds each school received in FY 2001-02, and the respective college/university partners.

District/School	Allocation ¹	Partner
Clark		
Cashman	\$79,899	Community College of Southern Nevada (CCSN)/University of Nevada Las Vegas (UNLV)
Martin	\$87,144	
Orr	\$71,446	
Smith	\$66,214	
Von Tobel	\$88,955	
West	\$80,704	
Elko		
Owyhee	\$25,000	Great Basin College (GBC)
Esmeralda		
Dyer	\$25,000	CCSN/Western Nevada Community College (WNCC)/UNLV
Humboldt		
McDermitt	\$25,000	Great Basin College (GBC)
Mineral		
Schurz	\$25,000	Western Nevada Community College
Nye		
Amargosa Valley	\$25,000	CCSN/WNCC/UNLV
Gabbs	\$25,000	
Washoe		
Traner	\$55,949	University of Nevada Reno (UNR)/Truckee Meadow Community College
TOTAL	\$680,311	

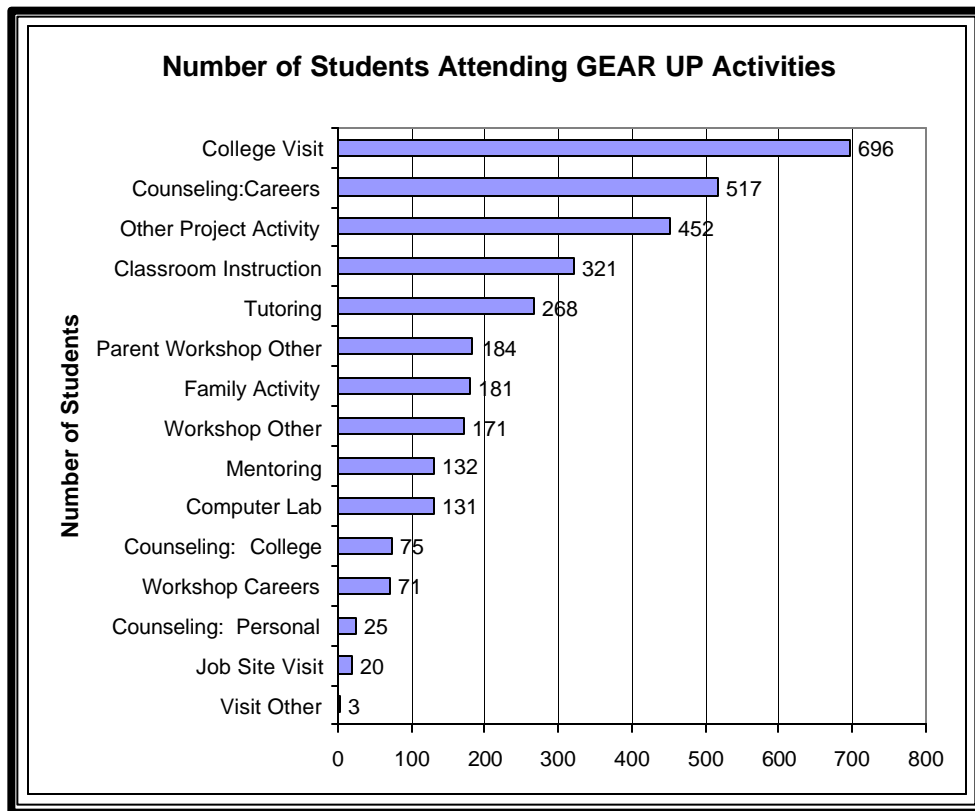
Source: Evaluation of GEAR UP, Pacific Research Associates, 2001-02.

¹ In addition to the school awards, Clark County School District received \$17,991 for administration and the University of Nevada, Reno, received \$116,083 for evaluation and program services, for a total of \$796,394.

HIGHER EDUCATION

NEVADA GEAR-UP PARTICIPANTS AND ACTIVITIES

Program	Total Participants
Amargosa Valley	19
Cashman Middle	398
Dyer Elementary	4
Gabbs High School	9
Martin Middle School	399
McDermitt High School	20
Orr Middle	387
Owyhee High School	25
Schurz Elementary	13
Smith Middle	317
Traner Middle	281
Von Tobel Middle	459
West Middle	372
Total	2,703



Source: Evaluation of GEAR UP, Pacific Research Associates, 2001-02.

HIGHER EDUCATION

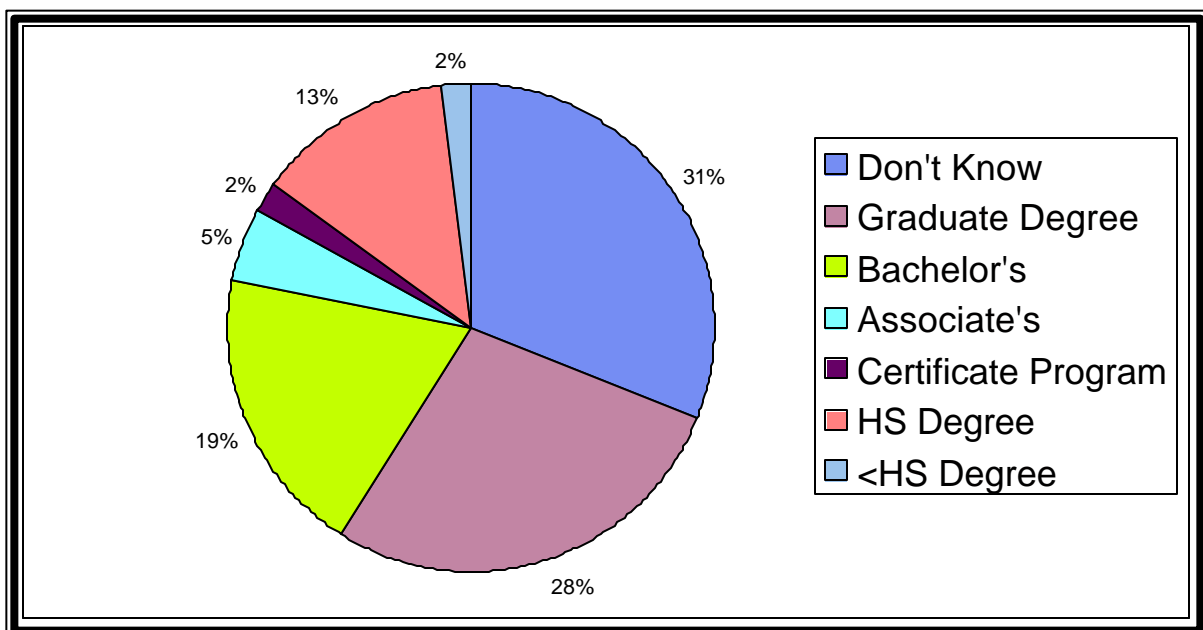
NEVADA GEAR-UP EVALUATION

Student Survey

Student survey results are available for one question on how far the GEAR UP students plan to go in school. The results show that almost a third of students (31 percent) do not know how far they will go in school. However, a majority of students (52 percent) thought they would obtain a college degree: five percent plan to obtain an associate's degree, 19 percent plan to obtain a bachelor's degree, and 28 percent a graduate degree. Only 13 percent of students thought they would stop their schooling with a high school diploma. Only 13 percent of students thought they would stop their schooling with a high school diploma.

NOTE: The results to this question should be interpreted with caution because several school staff reported that some students might have interpreted achieving a Graduate Degree as graduating from high school. These school staff explained that most 7th grade students do not know what a graduate degree is. The results from other survey questions support this explanation.

Survey Question: *How far do you think you will get in school?* (n=1,593).



Source: Evaluation of GEAR UP, Pacific Research Associates, 2001-02.

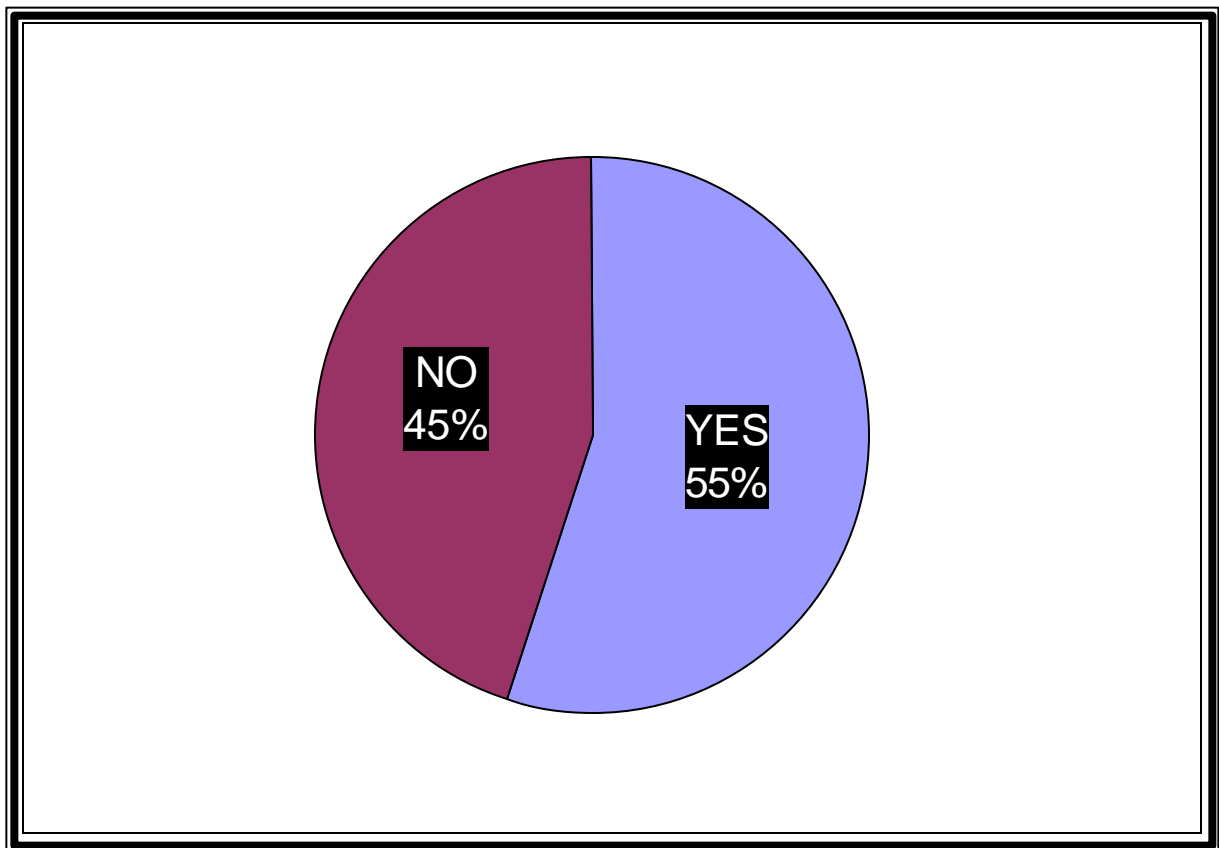
HIGHER EDUCATION

NEVADA GEAR-UP EVALUATION

Student Survey

Student survey results for this next question show that half of the GEAR UP students surveyed have already changed their plans about attending college as a result of their participation in GEAR UP.

Survey Question: *Has your participation in GEAR UP changed your plans about attending college?* (n=993)



Source: Evaluation of GEAR UP, Pacific Research Associates, 2001-02.

XII. MISCELLANEOUS PROGRAMS

BACKGROUND

Adult and Alternative Education – covers several distinct programs including the Adult High School Diploma (AHSD) program for students over 17 years of age (includes prison education programs); Adult Basic Education (ABE) for literacy and English as a Second Language (ESL) classes; General Educational Development (GED) tests for adults to obtain a high school diploma; and alternative education for students at risk of dropping out of high school.

Charter Schools – were initially authorized by Senate Bill 220 in the 1997 Session. The first charter school opened in Nevada in 1998. By the next year there were five operational charter schools and, for School Year (SY) 2002-2003, 13 charter schools are now open in Nevada serving over 2,500 students. Statewide fiscal data was collected for charter schools and through In\$ite. In SY 2000-2001, total state expenditures for charter schools were approximately \$7 million.

Early Childhood Education – in Nevada is primarily provided through state funds for the Nevada Early Childhood education program. These projects promote early care and education programs for pre-schoolers. Senate Bill 585 of the 2001 Legislature appropriated \$3.5 million in each year of the 2001-2003 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs.



Adult & Alternative Education						
Current Data	Adult Basic Education		Adult High School Diploma	GED Testing		Alternative
FY02 Funding	Federal	State	State	Federal	State	State
Amount	\$2,892,553	\$461,405	\$15,641,566	No State or Federal Funds Available		\$3,897 Statewide average per regular enrolled pupil.
Source	USDOE/State Match		Distributive School Account	Applicant pays \$50 fee to local test center.		Distributive School Account
Method	RFP (April)		Formula/RFP			District Determination
Period	Fiscal Year		Fiscal Year	Calendar Year		Fiscal Year
FY02 Count	7,675		18,079	5,036 GEDs issued in 2001		16,098 Estimated to serve in FY02
Legislation						
Federal	WIA Title II		N/A	N/A		N/A
State	Adult Literacy		NRS 385.080 NAC 389.017; 389.688	NAC 385		NRS 388.532, 537, 550-70 NAC 387, 388.500-520
Requirements						
Age	17 or older		17 or older	NV Resident 16 or older		N/A
Education	No high school diploma or GED		No High School Diploma	No High School Diploma Withdrawn		No High School Diploma Enrolled
Income	N/A		N/A	N/A		N/A
Target Population						
	Low income, disabled, single parent, displaced homemaker, multiple barriers, homeless, institutionalized, minority, limited literacy, without high school diploma.		Without High School Diploma	Without High School Diploma		At risk of dropping out; (pregnant, parent, chronic illness, self-supporting, credit deficient, chronic absence special needs).
Program Elements						
	(1) Provide basic skills including literacy and numeracy as well as preparation for transition to secondary education or job preparation classes; and (2) Provide instructional Preparation for the GED test. Workplace literacy and family literacy are also components in all programs. Referrals are made to partner programs for assistance with childcare, transportation, and other potential barriers to class attendance. CASAS testing is required for assessment.		Core curriculum and electives. Many programs provide basic education, ESL, GED prep and testing, and dual credit courses. Most programs are self-paced and competency based with open enrollment/ exit. Some programs provide flexibility for students who have difficulty attending class due to work, childcare, or transportation issues. Must pass proficiency exam for diploma.	GED test centers test anyone meeting above requirements.		Minimally include core curriculum for standard, adult or advanced HSD. May include flexible hours, childcare, transportation, correspondence or dual credit courses, or independent study. Must pass proficiency exam for diploma.

Source: Nevada Department of Education, Career, Technical, and Adult Education, January 2003.

MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM ENROLLMENT, DIPLOMAS, AND GED CERTIFICATES 2001-2002					
Program Name	Number Enrolled	Obtained A High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	500	29	5.80 %	77	15.40 %
Churchill County School District	141	17	12.06 %	7	4.96 %
Clark County School District	9,184	402	4.38 %	1,175	12.79 %
Douglas County School District	66	16	24.24 %	8	12.12 %
Elko County School District	168	25	14.88 %	38	22.62 %
Humboldt County School District	339	17	5.01 %	47	13.86 %
Lander County School District	92	4	4.35 %	20	21.74 %
Lincoln County School District	65	17	26.15 %	21	32.31 %
Lyon County School – Dayton	41	2	4.88 %	17	41.46 %
Lyon County School – Fernley	251	31	12.35 %	80	31.87 %
Lyon County School –Yerington	69	5	7.25 %	28	40.58 %
Mineral County School District	67	2	2.99 %	41	61.19 %
Nye County School District	117	8	6.84 %	11	9.40 %
Pershing County School District	78	3	3.85 %	4	5.13 %
Washoe High School	3,328	139	4.18 %	191	5.74 %
White Pine County School District	57	5	8.77 %	6	10.53 %
TOTAL	14,563	722	4.96 %	1,771	12.16 %

Source: Nevada Department of Education, January 14, 2003.

MISCELLANEOUS PROGRAMS

ADULT & ALTERNATIVE EDUCATION

ADULT HIGH SCHOOL DIPLOMA PROGRAM – CORRECTIONS ENROLLMENTS, DIPLOMAS, AND GED CERTIFICATES 2001-2002					
Program Name	Number Enrolled	Obtained a High School Diploma	Percent Obtained Diploma	Passed GED	Percent Passed GED
Carson City School District	1,123	75	6.68%	115	10.24%
CCSD – HDCC	534	30	5.62%	35	6.55%
CCSD-SDCC	596	26	4.36%	71	11.91%
CCSD-SNWCF	293	32	10.92%	38	12.97%
Pershing County School District	453	30	6.62%	8	1.77%
White Pine County School District	519	20	3.85%	35	6.74%
TOTAL	3,518	213	6.05%	302	8.58%

CCSD = Clark County School District
HDCC = High Desert Correctional Center
SDCC = Southern Desert Correctional Center
SNWCF = Southern Nevada Women's Correction Facility

SOURCE: Nevada Department of Education, Career, Technical, and Adult Education, January 14, 2003.



MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

NUMBER OF CHARTER SCHOOLS IN SPRING 2003 FOR THE WESTERN STATES



Source: Center for Education Reform, School Year 2002-03

Note: Washington and Montana do not have charter school legislation.

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

RANKING AND GRADING OF CHARTER SCHOOL LAWS FOR WESTERN STATES



**Rankings are from No. 1 to No. 30,
from strongest to weakest:**

- #1 -- Arizona
- #9 -- Colorado
- #15 -- California
- #16 -- Oregon
- #20 -- New Mexico
- #26 -- Idaho
- #28 -- Nevada
- #29 -- Utah
- #30 -- Wyoming

The letter grades are based on the strength or weakness of the charter school laws.

Strong charter school laws are those that foster or encourage proliferation of charter schools.

Weak charter school laws are those that provide few opportunities or incentives for charter schools.

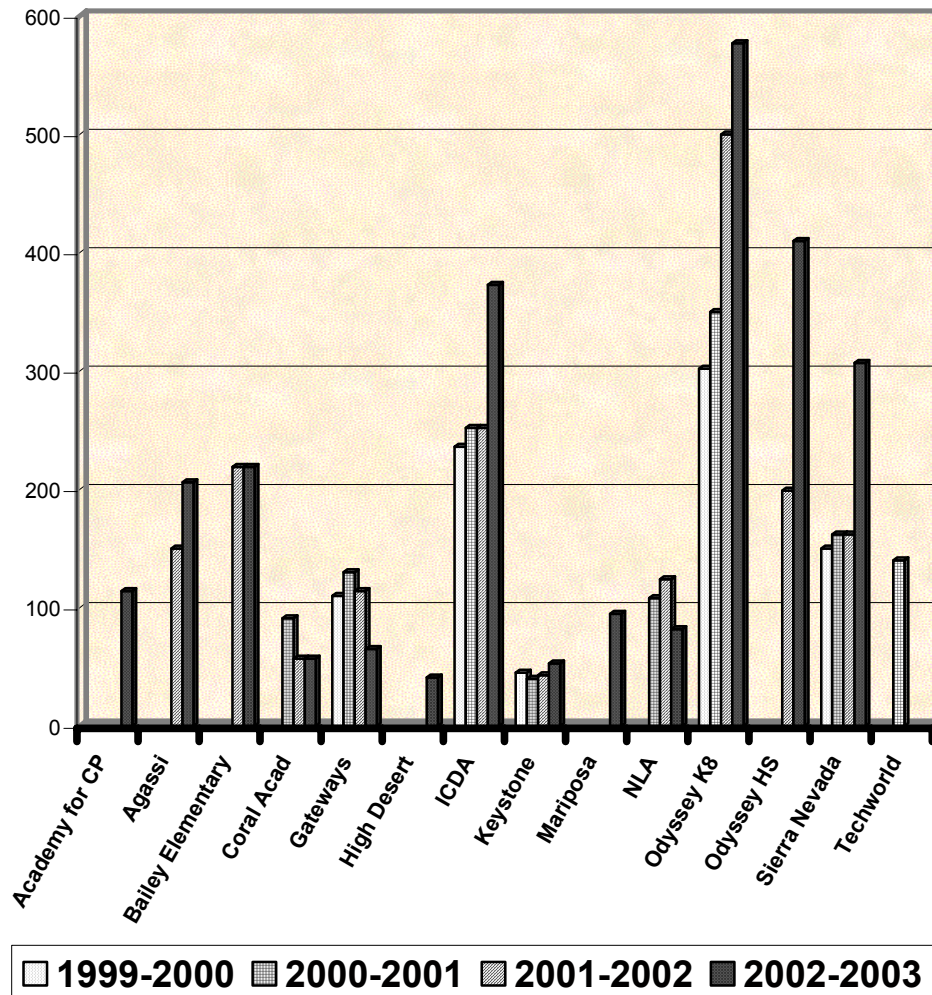
Note: Washington and Montana do not have charter school legislation.

Source: Center for Education Reform, Charter School Laws: State by State
Ranking and Profiles (November 2001)

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS

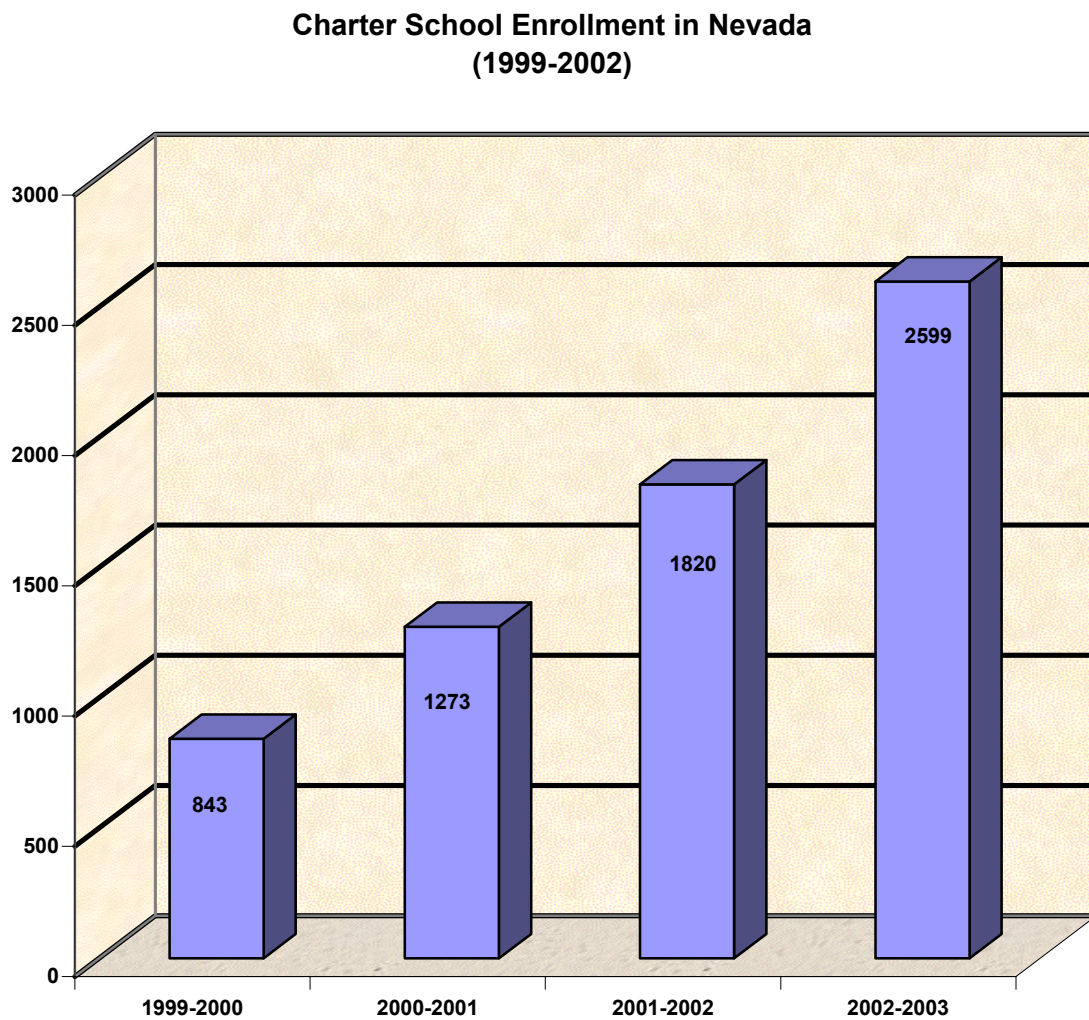
Charter School Enrollment



Source: Nevada Department of Education

MISCELLANEOUS PROGRAMS

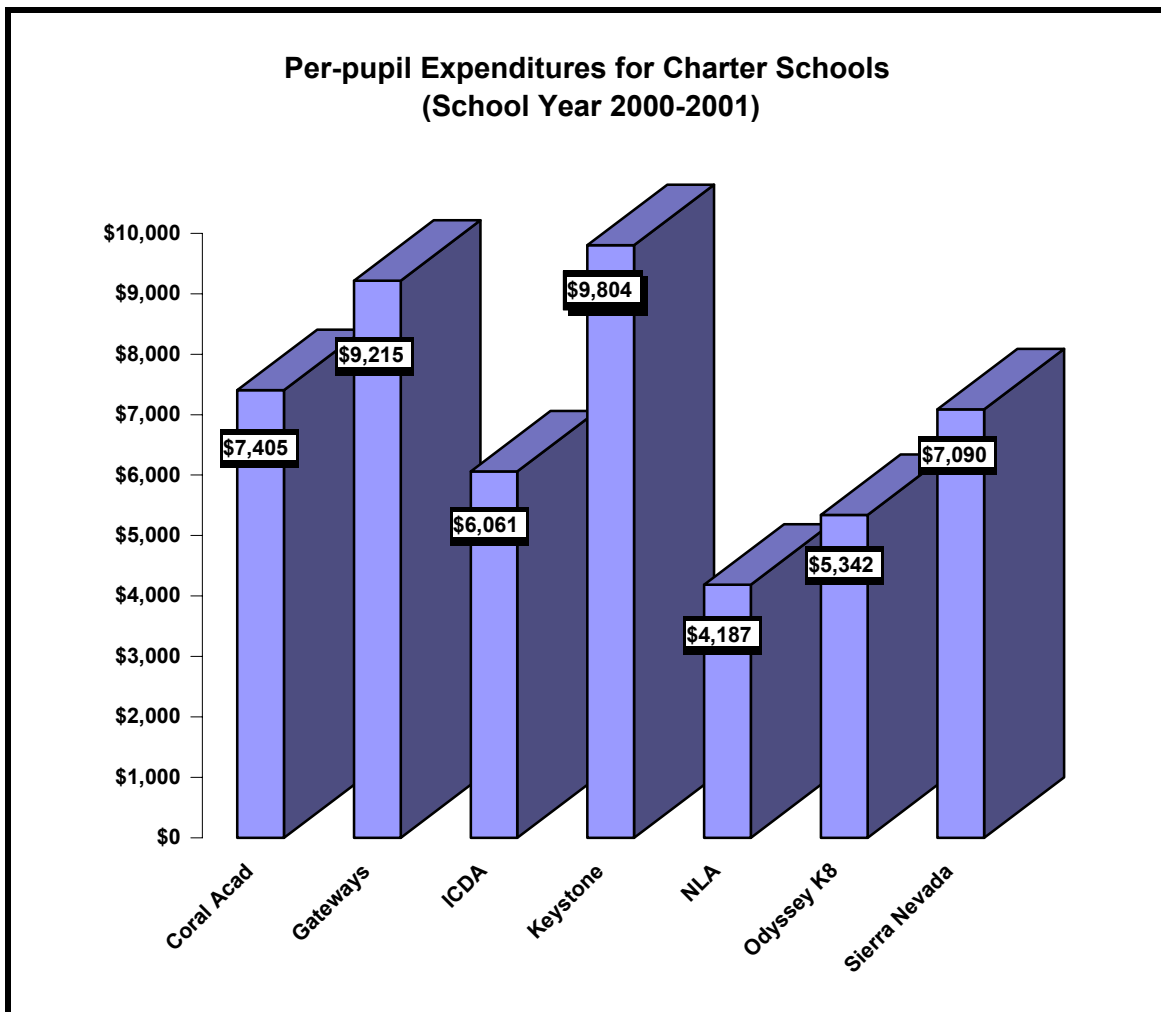
CHARTER SCHOOLS



Source: Nevada Department of Education

MISCELLANEOUS PROGRAMS

CHARTER SCHOOLS



Source: In\$ite Financial Report, SY 2000-2001

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

WESTERN STATES THAT FUNDED PRE-KINDERGARTEN SERVICES IN 2001



Source: *Education Week's, Quality Counts 2002.*

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

STATE PRE-KINDERGARTEN INITIATIVES: STATE FUNDING, NUMBER OF CHILDREN SERVED, AND AVERAGE COST PER CHILD, FISCAL YEAR 2002				
<i>State</i>	<i>Program Name</i>	<i>State Spending FY 02</i>	<i>Number of Children Served FY 02</i>	<i>Average Cost Per Child</i>
Arizona	Early Childhood State Block Grant (Pre-Kindergarten Component)	\$10,364,000	3,600	\$2,879
California	State Preschool Program	\$294,920,000	114,459	\$2,577
Oregon	Oregon Head Start/Pre-kindergarten (State-Funded Head Start Model)	\$29,009,000	3,698	\$7,845
Nevada	Comprehensive Pre-Kindergarten Education	\$3,500,000	2,000	\$1,750
New Mexico	Child Development Program	\$1,800,000	1,600	\$1,125
Washington	Early Childhood Education and Assistance Program	\$30,082,000	6,205	\$4,848
U.S.		\$1,948,542,000	765,089	\$2,547

Source: Education Week. *Quality Counts 2002*, January 2002.

General Notes: The *Quality Counts 2002* collected data on spending and enrollment through a 2001 national survey titled "Public School Pre-K Programs: National Survey of the States" by the National Center for Early Development and Learning (NCEDL). The publication used NCEDL's definition of a pre-K program, which requires that the program be administered through the state department of education or that schools and districts be potential grantees for state pre-K funds. Enrollment data and funding levels are provided as it was reported by *Education Week* contacts with state early childhood specialists. Some figures may be rounded or estimated.

* **Arizona (Early Childhood State Block Grant):** The data provided here are only for the pre-kindergarten component of the block grant, not the entire block grant.

* **California (State Preschool Program):** There may be some duplication in the enrollment count.

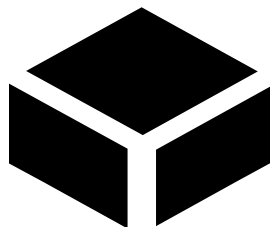
* **Nevada (State Even Start only):** C.O.W. and School District Preschool are not statewide programs. The COW serves three counties and School District Preschool serves Esmeralda, Eureka, and Mineral School Districts.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

PROGRAM ENROLLMENT AND PARTICIPATION PUBLIC SCHOOL STUDENT MEMBERSHIPS: STATE-SPONSORED PRE-KINDERGARTEN AND KINDERGARTEN, LATEST DATA SELECTED WESTERN STATES		
<i>State</i>	<i>Pre-kindergarten2001</i>	<i>Kindergarten 2000</i>
Arizona	3,600	67,015
California	114,459	459,771
Nevada	2,000	25,163
New Mexico	1,600	22,557
Oregon	3,698	37,232
Washington	6,205	68,699

Source: *Quality Counts 2002*, from NCES and *Education Week* survey, 2002.



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Senate Bill 585 of the 2001 Legislature appropriated \$3.5 million in each year of the 2001-2003 biennium to the Nevada Department of Education to award competitive grants to school districts and community-based organizations for early childhood education programs. The funding could be used to either initiate or expand pre-kindergarten education programs. The following table shows the ten programs that were funded during FY 2001-02, as well as information concerning whether the programs were initiated or expanded programs.

NOTE: Due to state fiscal concerns, the funding for early childhood education programs was not released until January 2002

Sponsor Agency/ Program Location	Project Start Date	Initiated Program	Expanded Program	FY 2001-02 Award
<u>Carson City</u> Mark Twain Elementary	FY 2002-03	NA	NA	\$125,000
<u>Churchill County</u> E.C. Best Elementary	03/07/02	1		\$135,000
<u>Clark County</u> Various Locations	FY 2002-03	NA	NA	\$645,583
<u>Douglas County</u> Jack's Valley Elementary	01/28/02	1		\$125,000
<u>Great Basin College</u> Great Basin College	03/11/02		1	\$130,000
<u>Humboldt County</u> Grass Valley Elementary	01/28/02	1		\$85,000
<u>Pershing County</u> Child's World Day Care Center	04/08/02	1		\$85,000
<u>Sunrise Children's Hospital</u> Sunrise Children's Hospital	03/015/02		1	\$130,000
<u>Washoe County</u> Various Locations	03/15/02	6	5	\$550,000
<u>White Pine</u> McGill Elementary	02/01/02	1		\$85,000
Total		11	7	\$2,095,583

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Participation – FY 2001-02

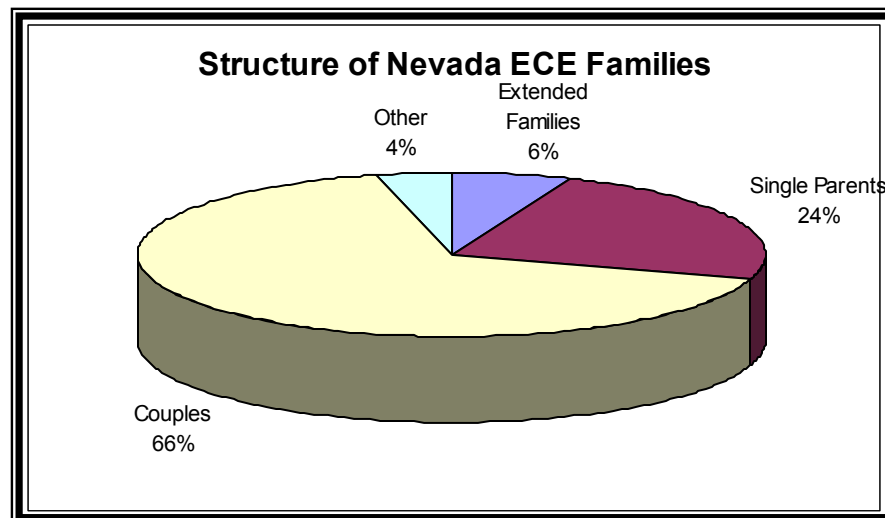
The characteristics of Nevada Early Childhood Education (ECE) participants are based upon data from eight projects that provided services to 388 families, including 432 children and 488 adults who participated in services through June 1, 2002. The following table shows the number of families, adults, and children served by Nevada ECE projects during FY 2001-02:

Project	Families	Children	Adults	Total Participants
Churchill County	30	32	55	87
Douglas County	24	25	35	60
Great Basin C.C.	16	16	31	47
Humboldt County	30	31	23	54
Pershing County	26	26	37	63
Sunrise Children's	74	100	74	174
Washoe County	174	186	219	405
White Pine County	14	16	14	30
Total	388	432	488	920

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

Characteristics of Families

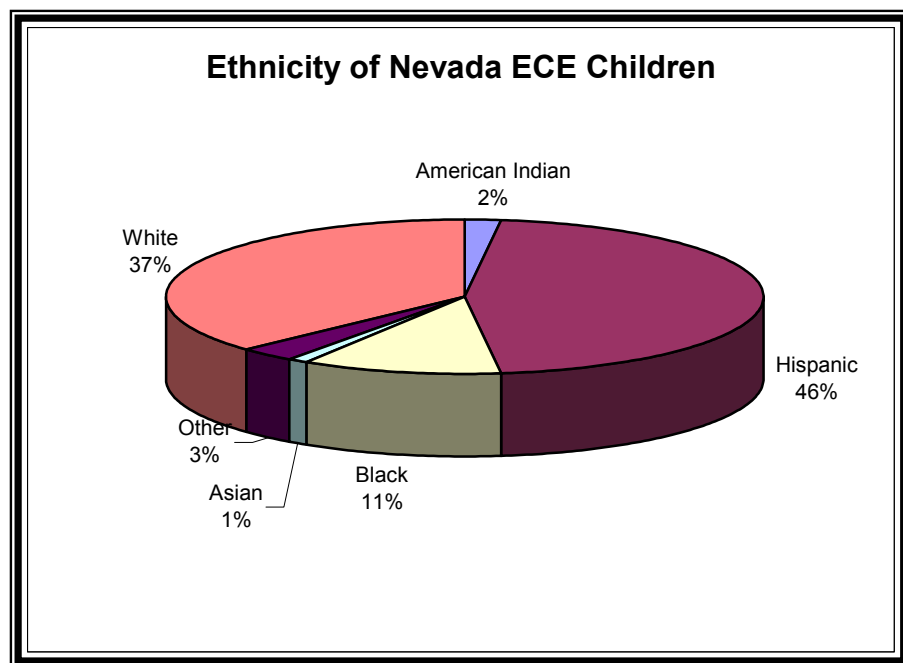
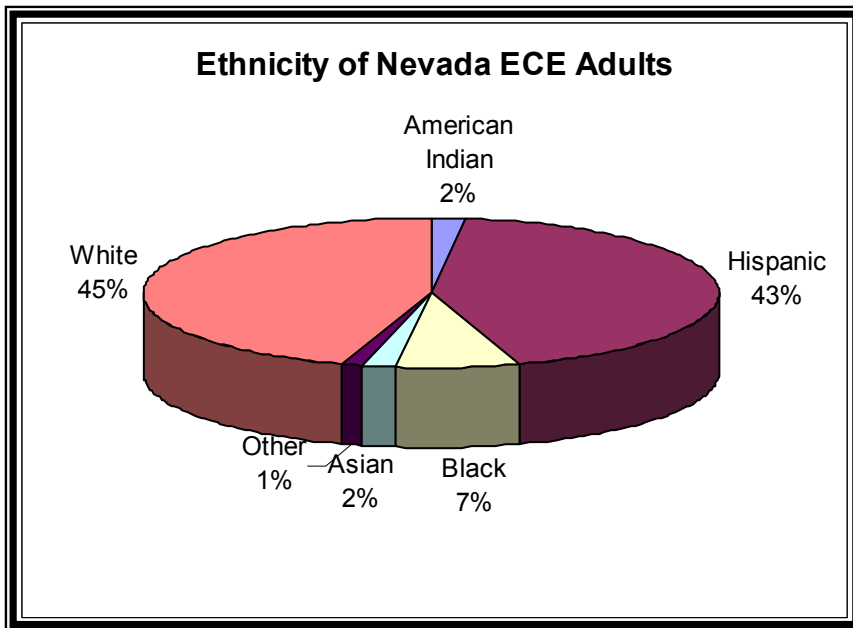
The largest percentage of families participating in Nevada ECE described themselves as couples (259 families or 66 percent), followed by single parent families (91 families or 24 percent), extended family households (22 families or 6 percent), and other (15 families or 4 percent). Extended families encompass children living with grandparents, stepparents, or guardians.



MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES – CONTINUED

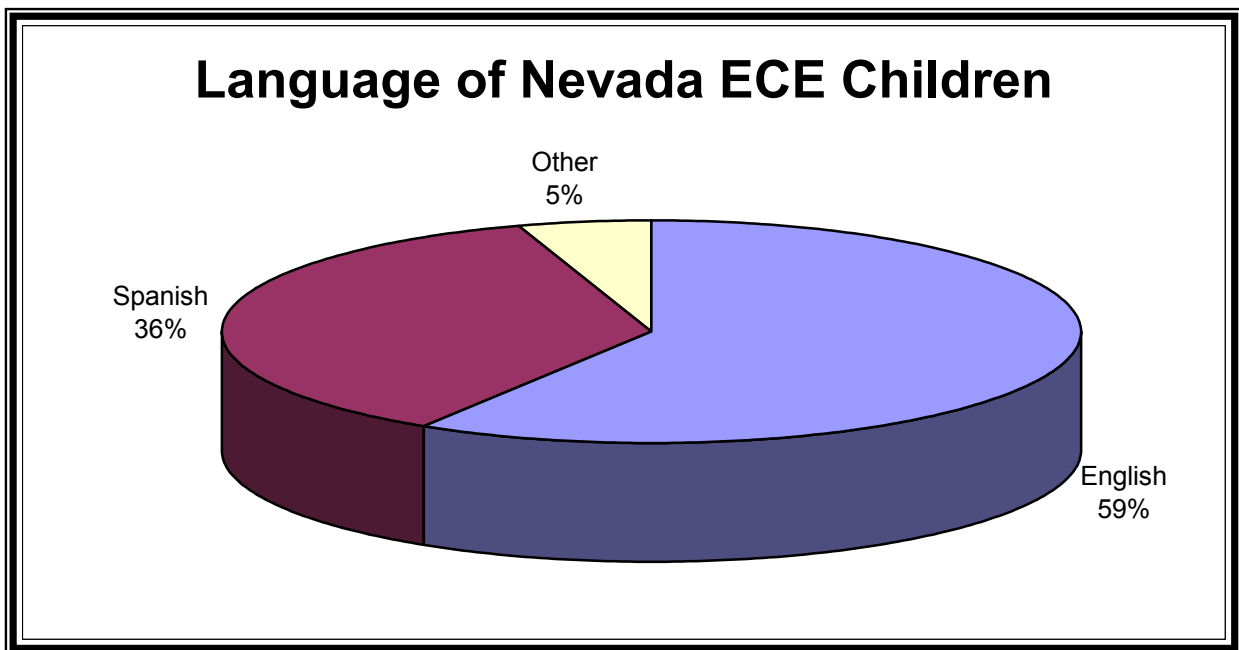
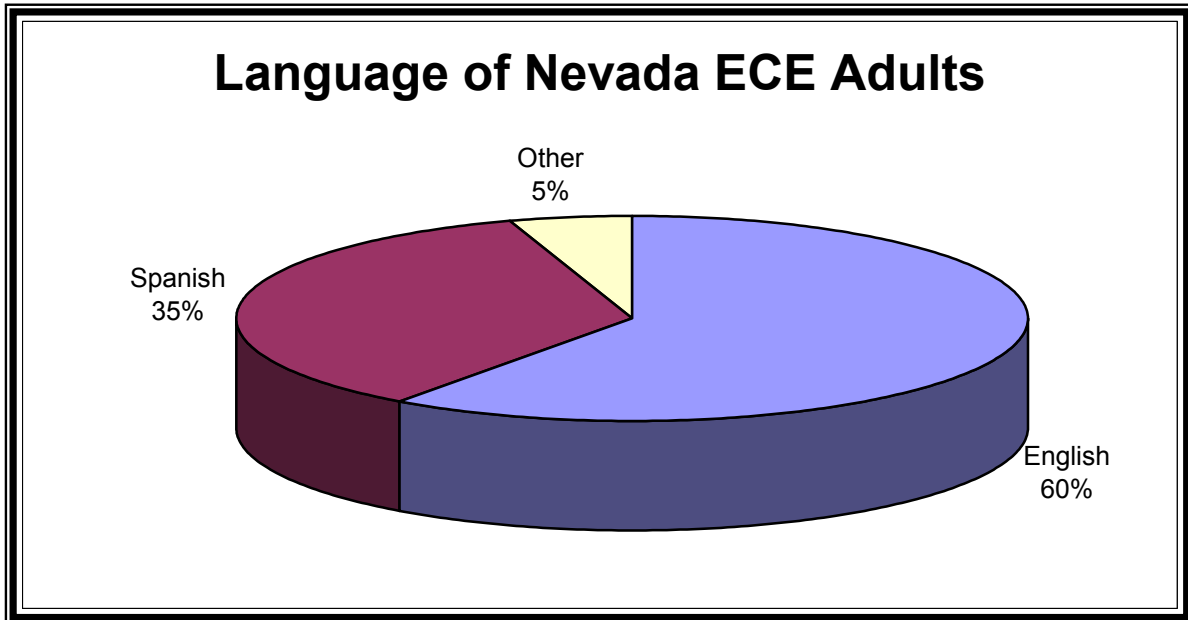


Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

CHARACTERISTICS OF FAMILIES – CONTINUED



Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Outcome Indicators - Pre- Post-Test Gains

Pre- and post-test measures for children participating in the Nevada ECE program were collected to determine overall impact of the program. The test utilized was the Preschool Language Scale-3 (PLS-3). The following table shows the pre- and post-test scores for children during FY 2001-02. To help interpret the overall impact of Nevada ECE on children as measured by the PLS-3, the mean gain scores were calculated. Results show that the 30 children tested made a mean gain of 6.3 standard score points on the Auditory Comprehension subtest and 29 children made a mean gain of 6.4 standard score points on the Expressive Communication subtest. These results show that, overall, Nevada ECE had a positive effect on the auditory comprehension and expressive communication of participating children; however, the gains were not consistent enough among the children to achieve the state outcome indicator of *“Seventy percent (70%) of ECE children from birth until they enter kindergarten with a minimum of four months of participation will increase their standard score on the auditory comprehension and expressive communication subtests of the PLS-3.”*

Subtest (n)	Pre-Test Mean	Post-Test Mean	Mean Gain
Auditory Comprehension (n=30)	95.3	101.6	6.3
Expressive Communication (n=29)	96.2	102.6	6.4

Parent/Child Reading Time Together

Another outcome indicator for the program was *“Thirty percent (30%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.”* Pre-test and post-test data was available for 122 children. Of the 122 children, 57 (47 percent) of their parents report spending more time reading with their children at the end of the evaluation than when they started the program; Nevada ECE exceeded the expected performance level of 30 percent for this outcome indicator. The following table shows that Nevada ECE parents spent an average of 0.56 more hours per week reading to or with their child (a gain of 18 percent) at the end of the evaluation period.

Pre-Test Mean	Post-Test Mean	Mean Gain
3.12	3.68	.56

Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.

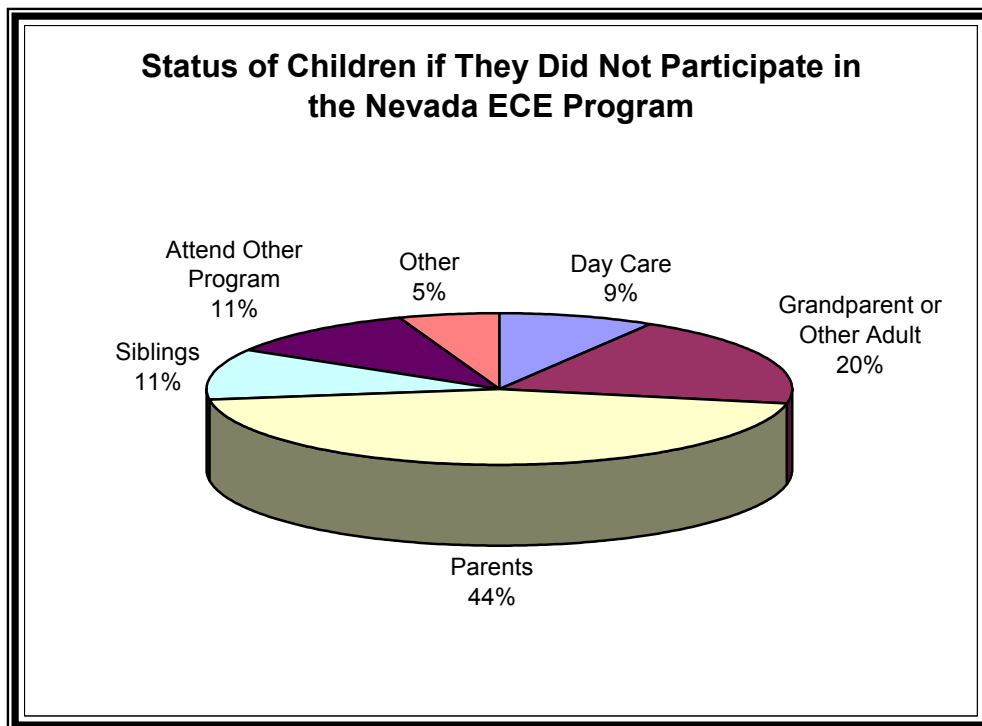
MISCELLANEOUS PROGRAMS

EARLY CHILDHOOD

Status if Child Did Not Participate in Early Childhood Education Program

An important question is what would Nevada ECE children do if they did not participate in the early childhood education program. Project staff asked participating adults at intake what would the child do if he/she did not participate in Nevada ECE; the following table provides the responses received:

What would the child do if he/she did not participate in the Early Childhood Education Program?	Number and Percent of Children
a) Attend day care	45 (11%)
b) Stay with grandparents or other adult family member	101 (25%)
c) Stay at home with parents	225 (57%)
d) Stay at home with siblings	54 (14%)
e) Attend other preschool or infant/toddler program	55 (14%)
f) Other	17 (7%)



Source: Evaluation of the Nevada Early Childhood Education Program, Pacific Research Associates.